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ABSTRACT

This guide, designed to be accompanied by computer software, contains classroom activities and instructional techniques to be used in implementing the first-year core German language curriculum for Georgia's public schools. Activities are correlated with goals and objectives specified in the state curriculum. Each provides information and directions for teachers and/or students and includes suggestions for evaluation. Introductory sections discuss the philosophy of foreign language education, the planning process for learner-centered foreign language instruction, and suggestions for promoting students' cognitive awareness in the classroom. A series of classroom activity units based on core curriculum objectives and language functions follows. Each unit outlines the function, the activity objective, language needed, specific skills addressed, suggested time frame, materials needed, procedures, evaluation methods, and supplemental activities, and includes student worksheets. Unit topics include: animals; classroom objects; classroom routine; clothing; colors; days, months, and seasons; family; geography; rooms of the house; numbers; body parts; time and time expressions; vacations; and weather. Notes to students on the value of German language study, a sample German lesson plan, and a list of print, nonprint, and computer resources for instruction is included, and a series of handout masters is appended. (MSE)

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German I

Resource Guide

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GERMAN I

RESOURCE GUIDE

German I Course Number: 61.011

Division of Curriculum and Instruction
Office of Instructional Services
Georgia Department of Education
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Disk Volume 1

Cover Page	A1COVER_.WP
Acknowledgements	A1COVER_.WP
Contents	A2TABLE_.WP
Introduction	A3_INTRO.WP
Philosophy	A4_ PHILO.WP
The Planning Process in Learner- Centered Foreign Language Education	A5_ PLANN.WP
Suggestions for Teaching the Cognitive Skills	A6_ COGNIT.WP
German Resources	
Animals.1	ANIMALS1.WP
Animals.2	ANIMALS2.WP
Animals.3	ANIMALS3.WP
Classroom Objects.1	CLASS1.WP
Classroom Objects.2	CLASS2.WP

Disk Volume 2

German Resources, continued	
Classroom Routine	CLASS_RO.WP
Clothing.1	CLOTHING.WP
Colors.1	COLORS_1.WP
Days, Months, Seasons.1	DAYS_MO1.WP
Days, Months, Seasons.2	DAYS_MO2.WP
Family.1	FAMILY_1.WP
Family.2	FAMILY_2.WP
Geography.1	GEOGRAPH.WP
Rooms of the House.1	HOUSE1.WP
Rooms of the House.2	HOUSE2.WP
Numbers.1	NUMBERS1.WP
Numbers.2	NUMBERS2.WP
Parts of the Body.1	PARTS1.WP
Parts of the Body.2	PARTS2.WP

Disk Volume 3

German Resources, continued	
Time and Time Expressions.1	TIME2.WP
Time and Time Expressions.2	TIME2.WP
Vacations.1	VACATION.WP
Weather.1	WEATHER1.WP
Weather.2	WEATHER2.WP
Why Learn German in Georgia?	WHY_GERM.WP
Einkaufen - Sample Lesson Plan	X_EINKA.WP
Selected Bibliography	Z_BIBLI.WP

Introduction

Georgia's movement toward foreign language curriculum design that focuses on students' gaining a functional command of another language necessitates changes in the ways teachers conceive and implement instruction.

Students must be presented numerous opportunities to practice using the language for real-life application; hence, the creation of resource guides to further assist teachers' interpretation and implementation of the Quality Core Curriculum (QCC).

The activities contained in the German I Resource Guide are correlated to specific objectives of the foreign language component of the QCC. Each activity provides easily understandable information for the teacher or students, as well as specific suggestions for evaluation.

Teachers can use these activities to enable their students to put into practice the goals of the foreign language curriculum as specified in the QCC.

Philosophy

Learning a second language benefits all students. Through learning how to listen, speak, read and write proficiently in a second language, the students develop communicative skills that are necessary within a global society.

With the ever-increasing interdependence of nations, foreign language study is crucial to the global effectiveness of the United States in education, diplomacy, security and economics. It is also vital to our international understanding and cultural awareness of other peoples. Given the economic and political imperatives to be better prepared to function in a multicultural setting, learning another language enables students not only to communicate with speakers of other languages, but also to understand the cultural perspective of the people and to become more sensitive to cultural diversity within the course of communication.

The ability to communicate effectively in a second language, in combination with training in other disciplines, is a highly desirable aspect of career preparation. The U.S. Department of Labor's Occupational Handbook observes that in the last decade of the 20th century people will have a better opportunity for employment in any profession if

they know a second language. The presence of more than 1,200 foreign-owned facilities within the state of Georgia, employing more than 85,000 Georgians, signals the necessity of a broader perspective and increased global awareness on the part of all citizens. Moreover, many United States-based firms that are heavily involved in international business maintain their headquarters in Georgia. There exists, therefore, a multinational presence within the state that will continue to need Georgians prepared to work within an international context.

While there are clear national imperatives that relate to language study, there are also many personal benefits that accrue as a result of the investment in learning another language. Language students improve study skills as they learn better how to organize, attend to detail, memorize, take notes, spell and develop review techniques. Furthermore, foreign language study provides a vehicle for exercising and extending such cognitive functions as analysis, discrimination, inference, induction and reconstruction. Consequently, the student is able to apply these cognitive functions to other areas with greater facility and insight. Foreign language study also provides a frame of reference for problem-solving and for coping and interacting with other lifestyles and peoples. Continued study of a second language enables students to go beyond functional tasks -- to wonder, to imagine, to create, to

decide what is good, enjoyable and necessary for their own lives.

As a result of skills acquired through their language-learning experience, foreign language students perform better than other students on college entrance examinations and other standardized tests. They also generally perform better in classes of English and mathematics than their peers who have never studied another language. Students can gain greater insights into the workings of their native language through seeing its relationship to another language. Enhanced understanding of English grammar and vocabulary is a direct benefit of studying a second language. In the same manner, the skill of analysis, whether an intentional or a subliminal aspect of language study, provides students with a vital key to the understanding of higher-level mathematics.

For students to develop a real, functional use of a second language, they must devote at least five to seven years to language learning. Such an experience is most effective if begun at an early age when children are acknowledged masters of language acquisition. Students should have the opportunity to learn foreign languages as early as possible, even from the first year of school, and for as long as possible.

For Georgia's youth to be prepared to function within the developing global society, they must be provided a

curriculum that enables them to use a second language for effective communication in real-life situations. Therefore, classroom activities and assessment techniques should reflect the practical applications of language usage.

The Georgia Board of Education has adopted the foreign language component of the Quality Core Curriculum (QCC) as its mandated direction for foreign language instruction in Georgia's classrooms. Through its implementation, our students will be taking one of their biggest steps toward becoming globally literate citizens.

The Planning Process in Learner-Centered Foreign Language Instruction

From the Classroom to the QCC and Back

Many components have to be brought together to allow successful learning and teaching to take place. The following short guide for planning instruction is designed as a model in the organization of these components. Whatever the planning process chosen by the teacher -- and there is no one exclusively correct method -- there are two basic premises.

1. The nature of the learner, the nature of the teacher and the time allocated to foreign language learning are essential considerations.
2. The interaction between the learner and the teacher in the classroom is crucial to language learning. The teacher is responsible for planning and implementing the foreign language program; the learners carry the results of the classroom experience into their future.

The Profile of the Learners

	gain awareness of other lifestyles and cultures	
gain satisfaction from learning a second language		feel confident about using the second language
see the purpose in what they are doing		use the second language to communicate real information
talk in the second language to each other as well as to the teacher	T H E	ask questions and make comments as well as respond
use the second language to ask for help or explanation	L E A R N E R S	understand the second language for instruction and explanations
	receive information about their own progress	

The Profile of the Teacher

understands
the aim of the
curriculum

takes account of how
students learn effect-
ively in the classroom

builds students'
confidence in
using the second
language

T H E

creates a proper
environment in the
classroom through
posters, maps,
realia

helps the students
see the purpose of
what they're doing

T E A C H E R

does not inhibit
students' desire to
communicate by
overemphasizing
correct language

devises communicative
situations in which
students can practice
language use

increases opportunities
for students to interact
by planning activities
involving groups and pairs

creates "real-life"
situations in class

uses material that
appeals to young people

uses the second
language as much as
possible for class-
room management

keeps students
informed about
their own progress

The Performance Planning Cycle

LANGUAGE

known vocabulary
learn new vocabulary
known grammar
learn new grammar

MATERIALS

pictures
slides
films
tapes
songs
dialogues
charts
stories

STUDENTS' PERFORMANCE

SKILLS

listening
speaking
reading
writing

ACTIVITIES

individual
pair
group
whole class

EVALUATION

oral testing
written testing

The purpose of all planning and teaching is to enable the learners to function confidently in the target language, according to their ability and appropriate to the time spent on task.

There are five basic principles to consider in the learners' progress toward a satisfactory performance level in the language.

1. Language - Students progress from the known language to the new language, which includes grammar and vocabulary.
2. Skills - They are integrated as naturally as possible. Culture is expressed by language; it is not a skill.
3. Materials - They are as authentic and as lively as possible. The textbook should be the resource for only a part of the teaching time. The remainder is used for materials that the learners and the teacher bring to class, including human resources (native speakers, field trips, exchange students).
4. Activities - They vary frequently and require different classroom configurations. (see Performance Planning Cycle.)
5. Evaluations - Only what is taught will be tested, and evaluation will be accomplished in various imaginative ways. Oral testing becomes more important, because oral performance in the target language is the norm rather than the exception.

Planning: From the Yearly Program to the Individual Lesson

The Year

The Quality Core Curriculum (QCC) determines the minimum content for each year, according to the level of the learners.

The teacher, who knows the learners' abilities, can determine whether additional topics should be planned and taught. Generally, the textbook should not determine the scope and sequence for one year's work. Authors, by the very nature of the textbook writing process, have an ideal learner in mind or have based the text on a group of learners familiar to them but who may have little in common with the learners at another school. For this reason, among others, the QCC was developed by experienced teachers in the state of Georgia.

The extent to which a teacher exceeds the requirements of the Quality Core Curriculum is ultimately the decision of the individual, keeping in mind the capabilities of the learners. Although the responsibility for such an important decision may be viewed as a problem, it may also be regarded as a privilege to be exercised gladly. Whatever the decision, it is the teacher who must ensure that the needs of the learners are met, so that the learning experience is satisfactory.

The Topic (The unit of the course)

Again, the teacher must determine whether the unit of the course meets the QCC requirements and what the goals are for the learners. The following questions will be helpful in evaluating the effectiveness of the topic.

1. Is the vocabulary age-appropriate and recent? Are there too many new items? What is the active vocabulary? What is the passive vocabulary?
2. Is the cultural information current and learner-relevant?
3. Are there enough activities and exercises for all four skills (listening, speaking, reading and writing)?
4. Is grammar dealt with in a way that clarifies its supportive nature to the learner?
5. Are there exercises for the learners to work in pairs and small groups?
6. Are there ideas for tests that reflect the teaching emphases and help the learner?
7. Is there listening and reading material for use by individual learners?
8. Is the suggested time frame realistic for the learner?

The Individual Lesson Plan

Format: Warm up
 Overview
 Presentation of new material
 Practice
 Check
 Possibly homework

Note: In most classroom situations teachers will be able to set a fixed appropriate amount of homework. They should give homework assignments with clear instructions at the end of the lesson before the class period ends and must check homework at some time during the lesson, not necessarily always at the beginning of class or at home. The success of foreign language instruction should not be dependent on homework, because such an approach excludes too many learners.

The foreign language lesson should take place in the target language. If the use of English seems necessary, it should be restricted to closely defined areas of instruction. A constant switch between target language and English does not give learners a comprehensive example on which they can model their own use of the language.

Warm up

The scene and the tone of the lesson have to be set. It may start with a general conversation on a birthday, a game of football, a new piece of clothing, the weather, some previously learned material, some recent news event, etc. Everyone is involved.

Overview

The teacher should focus on the topic/activity/plan for the lesson and make sure the learner stays involved. Students should know where the lesson is going and that it has a goal.

Presentation of new material

New material may be presented by means of a listening text, picture, video, reading text, teacher story, etc. Teachers should remember that new words do not prevent understanding and that preteaching is necessary if the text is too difficult.

Comprehension of newly presented material is checked in the target language through different types of exercises (matching, blanks to fill, questions, etc.).

Practice

The teacher should arrange activities for all skill areas in different classroom configurations for the students to practice the new information and the new vocabulary. Grammar may be taught from examples in an inductive way and practiced with examples made up of known materials. The level of ability of the learners will determine how explicit the explanations of grammar will be; in the early stages of

language learning, grammar may often be reduced to lexical items.

Check

At the end of the lesson, the learners and the teacher should establish whether they have met the goal that was presented in the overview. An effective strategy for ending a lesson is to introduce very briefly a portion of the next lesson.

The lesson plan presented above is an example that invites variation, because foreign language lessons should never become totally predictable in their sequence. The basic elements are always there, but the learner is kept motivated by being involved in the planning, by being positively reinforced through oral and written encouragement from the teacher (tests), and by being constantly surprised with new variations of the same material.

Suggestions for Teaching the Cognitive Skills

In a nutshell, cognitive learning can be reduced to three aspects: obtaining information, interrelating information and evaluating information (Fisher and Terry, in press). Students have a right to be informed about all three. The term "metacognition" means being aware of one's own thinking processes. Teachers should take every opportunity to help students think through their cognitive processes and feel at ease with the terminology. It is embarrassing that until recently we have not made thinking a legitimate focus in the classroom. Obtaining information in the foreign language class involves the use of all the senses to bring new ideas and experiences to one's cognitive awareness. The following suggestions may be useful in triggering your own ideas.

1. Make the classroom a visual feast to stimulate right brain learning. Put up pictures with a dramatic content that evoke strong emotional responses; use them to teach an expressive vocabulary, to stimulate creative writing, to inspire a skit. Change them frequently.
2. Keep a bulletin board that is sectioned off to invite student-contributed examples of metaphor, simile, onomatopoeia, alliteration and puns in the target language. Students place their examples under the proper heading and gain experience in classifying.
3. Keep maps -- world, regional, city -- on the walls or ceiling for ready access when locating the action of a current event or reading passage.

4. Display ads in the target language that contain logical fallacies: false analogies, innuendo, stereotyping, loaded words, and examples of bandwagon appeals. Use them as a springboard to discuss faulty reasoning.
5. Create a cartoon corner with examples of humor clipped from foreign magazines; analyze the responses of the class members as to what makes a particular cartoon funny -- or a flop. Post original cartoons drawn by your students. Provide wordless cartoons and invite students to create the captions.
6. Every day put the lesson plan for each period on the board in skeletal form; it will help students see the structure undergirding their learning activities.
7. Find every possible reason for displaying student-created drawings and sketches. Use them to cue pattern drills, to establish in-group jokes, to capture and reshape the essence of a shared class experience.
8. Unleash your spatial creativity by hanging displays, mobile-fashion, from the ceiling. Movable components that stir gently in currents of air show how perspectives can change.
9. Use the ceiling itself. Put the whole solar system over your students' heads or focus in on constellations of stars with their designations in the target language; run the trunk of a paper tree up one wall and spread its branches over the ceiling -- then populate it with flocks of birds to be identified and animals of forest and jungle. Perch a particularly ominous creature directly over the desk of the class clown.
10. Set aside wall space for a permanent "newspaper" to publish poems, artwork, paragraphs, editorials, news items and letters of students from all levels of the language you teach. Run a contest to come up with the best design for the masthead and wittiest logo.
11. Post the lyrics of a "song of the week" in a prominent place; keep a tape of the song playing softly in the background as students enter the classroom; take 10 minutes midweek to teach the

song to your students -- they'll develop a rich repertoire of music to share.

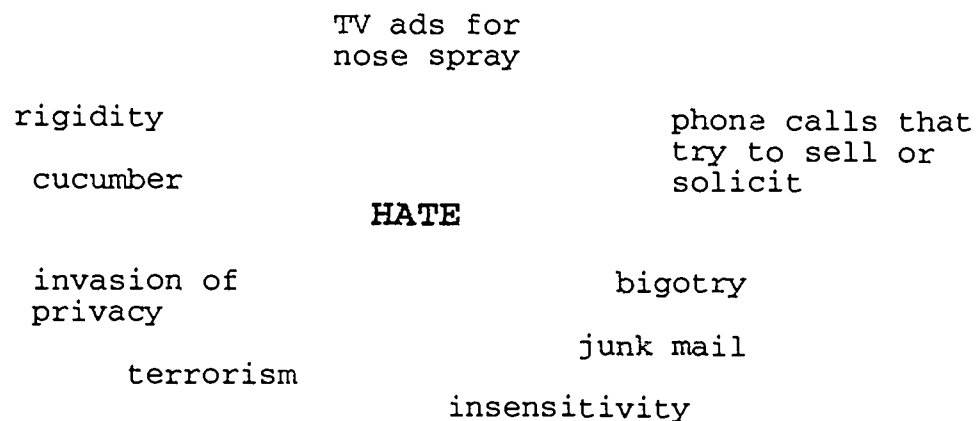
12. Think three dimensionally. Stand an old coatrack in one corner with an irresistible assortment of odd headgear, jackets, wrap-around skirts, cloaks and umbrellas to help students establish new identities when role-playing.
13. Make sure there are real plants with flowers abloom in your room, just for the sheer aesthetic pleasure of the color and fragrance they provide. Grow an array of herbs in pots to offer interesting textures and odors and to provoke discussions of good things to eat.
14. Above all, keep in mind that where language-learning is the goal, a visually stimulating classroom is not an option, it is a requisite. It supplies images and models -- both print and nonprint -- that motivate students to speak spontaneously; it helps students develop their powers of observation (try adding a new visual in an unlikely area of the room and see how many students can spy it by the end of the class); and it visually reinforces points of target culture.
15. Information is also obtained in the foreign language classroom through listening. Assuming that students cannot produce the correct sounds of the target language if they cannot hear them, turn minimal pair exercises into listening games and give students plenty of opportunity to "play."
16. Teach them the clues that native speakers listen for in a stream or oral language to help distinguish person, number, gender and tense.
17. If you live in an area where there is a sizable population of native speakers, invent listening assignments in which your students are sent to public places to eavesdrop discreetly on conversations and bring back linguistic discoveries to share: a new vocabulary word, an interesting idiom, an angry retort, something funny that made everyone laugh.
18. Bring native speakers into the class (in the flesh or on film) and help your students become comfortable with listening for the gist -- the audio equivalent of skimming and scanning.

19. Capitalize on the compelling human response to story by telling anecdotes, folktales and ghost stories; let your students convert the listening experience into another form -- a picture, a dramatic enactment, a poem, a dance.
20. Write audio-motor units to teach oral language and culture through physical response to commands. Make sure that the tape has fascinating background sounds to help establish the dramatic situation.
21. Buy commercially prepared tapes of the sounds of nature (waves crashing, bird calls, the song of whales). Use them to establish an atmosphere for exercises calling for synthesizing, associating and intuitive problem solving. Find tapes that help students identify the paralinguistic features that reveal anger, sarcasm, hostility, joy.
22. Ask your students to make their own tapes of interesting sounds -- a cricket chirping, the wail of an ambulance, a church organ. Then ask class members to identify what they hear -- a wonderful way to motivate vocabulary learning while providing for creative involvement of students.

The second aspect of cognitive learning, interrelating information, can be enhanced through specific techniques. Curtain and Pesola (1988, pp. 102-112) give excellent examples of how a Foreign Language in the Elementary School teacher can use "thematic webbing" to provide holistic instruction and tie the content of the foreign language class to other areas of the school curriculum. Using the theme of bears, for instance, they suggest activities ranging from creating a year time line tracing the bear's cycle of hibernation and activity (science) to making puppets and enacting a story about bears (art and dramatics). They also show how the use of Venn diagrams can

help even the youngest language learner to become aware of differences and similarities, and how children can participate in graphing activities to gain experience in classifying and counting.

Another technique, the "semantic cluster," helps students to see relationships among ideas. The teacher gives the class a topic, which the student writes in the center of a piece of paper. Then, for only a minute or two, the students begin to free-associate words, phrases, images and emotions that are called to mind by the topic. They are written randomly around the central word, encircled and connected to the stimulus word by lines to produce the semantic cluster.



The teacher can put a semantic cluster on the overhead projector and ask students to look for interrelationships. In the above example, it might be seen that tasteless TV ads, unwanted phone calls and junk mail are all invasions of

privacy, while rigidity, bigotry and terrorism have definite links to insensitivity -- and so does invasion of privacy. Only the cucumbers are left unaffiliated in this semantic cluster, and a student wit is sure to invent a semi-plausible interrelation.

A classic source for practice in interrelating ideas is the analogy. Foreign language teachers at the middle school level and above can help students connect words with their meanings through the use of analogies. Teach the traditional format of the analogy as used in the SAT (A:B :: C:D). Gradually introduce, with plenty of examples in the target language, the main categories of analogies (Bencich, et al., pp. 5-6):

- | | |
|-------------------------|-------------------------------------|
| a. synonyms | cheat : deceive :: trust : believe |
| b. antonyms | cut : bind :: destroy : build |
| c. abstract to concrete | patriotism : flag :: death : coffin |
| d. cause and effect | rain : growth :: sun : heat |
| e. degree of intensity | big : colossal :: dark : ebony |
| f. class to species | car : Volvo :: dog : Doberman |
| g. part to whole | window : house :: zipper : pants |
| h. use | hammer : nail :: scissors : cloth |
| i. large to small | whale : dolphin :: condor : canary |

Point out how grammatical clues can be helpful in identifying true analogies: A noun must have a parallel noun, not a verb, for instance.

hat : head :: shoe : foot

Have students create their own analogies, using words from present and past vocabulary lessons, and explain their analogy.

Still another technique, known as the Frayer Model (illustrated below), helps students identify the essential characteristics and examples that define a word. It also adds a new twist by requiring students to list nonessential characteristics and provide nonexamples (Bencich, et al., p. 91).

THE FRAYER MODEL

ESSENTIAL CHARACTERISTICS		NONESSENTIAL CHARACTERISTICS	
1. slender cylinder		1. length	
2. contains material that makes a mark		2. width	
3. used for writing or drawing		3. color	
4. pointed		4. manufacturer	
		5. shape	
		pencil	
EXAMPLES		NONEXAMPLES	
1. mechanical pencil		1. fountain pen	
2. wooden pencil		2. ruler	
3. Heath pencil		3. felt-tipped marker	
4. eyebrow pencil		4. chalk	

These and other techniques that help students learn to interrelate information can be adapted for different levels of cognitive development.

The third aspect of cognitive learning, evaluating information, emphasizes critical thinking skills. There could be no better use of class time than helping students develop the ability to think critically about what they see, hear and read in the second language. One caution is essential: when asking questions that call for the use of higher order thinking skills such as analysis, synthesis and evaluation, the teacher must increase the "wait time" for a student response before redirecting the question to another student. Increasing the usual two-to three-second wait to five seconds has been shown to elicit more detailed answers in a student's native language; for an answer in a foreign language, waiting an additional two or three seconds will encourage a more detailed response.

Another possibility is for the teacher to ask an analysis, synthesis or evaluation question to the entire class and let groups of three or four arrive at the answer. A whole-class discussion of all the answers should follow, with the teacher asking students to label the thought processes that have been used (inferring, comparing, generalizing, identifying cause and effect, etc.). Teachers should be careful to ask some questions that have multiple answers or answers open to several interpretations. This procedure helps students realize that problems do not always have just one solution. It is also important to require students to generate questions themselves, with an emphasis

for more advanced students on going beyond the usual knowledge or comprehension level questions. Studies have shown (Eze, 1988) that students who formulate questions that are later used on their own exams have a better attitude toward test-taking and demonstrate higher levels of achievement.

An interesting variation is to give students the answer and ask them to supply the question that elicits that response. This switch on the usual classroom procedure gives students an opportunity to think divergently and sometimes leads to an unexpectedly humorous answer: "9-'W'"? The question is, as every American student of German will know, "Does your name begin with a 'V,' Herr Wagner?"

In both reading and listening activities, teachers can help students sharpen their critical thinking skills. Identifying the main idea of a paragraph or an oral presentation takes practice; ferreting out the supporting details requires even more experience. Students need help in learning how to judge logical consistency, in making inferences as they read or listen and in evaluating the accuracy of the implied but not directly stated idea. Awareness of an author's or speaker's expressive style is also critical; students must be alert to the ways that personality and emotion can influence response.

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Topic:

Animals / Pets.1

Quality Core Curriculum Function:

Function E

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students ask and respond to oral questions, identifying names of animals and associating animals with their owners.

Language Needed

A. Content: animal names and animal foods

B. Linguistic Forms: Was für ein...? Was? fressen (frisst), haben (hat), possessives (sein/ihr), pronouns

Specific Skills Addressed:

Reading, listening, speaking,

writing

Suggested Time Frame:

40 minutes

Materials Needed:

Handouts A and B (provided in rough form following pages and also in Illustrations Packet); cue cards on animals

Procedures

1. Familiarize students with the names of animals and what they eat, using visual cues and having students repeat. This can also be a good activity for oral drills (chain, partners, conversation).
2. Familiarize students with necessary questions and language skills by practicing those forms with the class or in small partner groups.
3. Designate a student who can demonstrate the procedure of the handouts. Student A asks the questions of Student B when Student A is missing the information on his or her handout and vice versa.

4. Divide students in partners. Distribute Handout A to one student and Handout B to the other student in each partnership. Then have students ask each other the appropriate questions and write their partner's response in the empty spaces. Students must not show their handouts to each other, since doing so would negate the purpose of the activity of asking for and receiving information orally.

Evaluation Methods

Move about the classroom to answer questions and to monitor the activity. Points could be awarded for students' active participation, asking for information and giving a response. Stop the activity before too many students have finished to avoid off-task behavior among the faster students. You may ask the same questions about the handouts, eliciting oral responses from the class as a whole or from small groups.

Springboard Activities

1. Have students write a paragraph, giving the information learned about their partner's sheet.
2. Ask students to make up their own versions of the handout sheets, with names of people and pets' names.
3. Have students estimate how much a particular animal eats or how often, playing "Quatch!" For example, after you give a quantitative statement, have students decide if it is reasonable.

Teacher: Ein Affe frisst 2000 Bananen am einem Tag!

Student: "Stimmt!" oder "Quatsch!"

Source: Adapted from Wechselspiel, Langenscheidt, Berlin, München, 1986

NOTE: Paired handouts for Student A and Student B follow on the next two pages. Because of the electronic format required for this resource guide, there is no artwork included on the computer version of this activity. However, reproducible hard copies of the handouts are included in the Illustrations Packet.

Handout for Student A

A: Was für ein Haustier hat Herr Stilp?
 B: Er hat eine Maus.
 Student A schreibt "eine Maus" unter Herrn Stilp.
 A: Und was frisst seine Maus?
 B: Sie frisst Mausefutter.

Herr Stilp	Herr Wagner	Jutta	Tim
	picture of a cat	picture of a hamster	

Imgard	Herr Holz	Hans	Johanna
picture of a bird	picture of a dachshund		picture of a poodle

Boris	Frau Heine	Fräulein Hummel	Gerd
	picture of a pig		

Thomas	Angelika	Du	Dein Partner
picture of a monkey		?	?

Handout for Student B

A: Was für ein Haustier hat Herr Stilp?
 B: Er hat eine Maus.
 Student A schreibt "eine Maus" unter Herrn Stilp.
 A: Und was frisst seine Maus?
 B: Sie frisst Mausefutter.

Herr Stilp	Herr Wagner	Jutta	Tim
picture of a mouse			picture of a goldfish

Imgard	Herr Holz	Hans	Johanna
		picture of a snake	

Boris	Frau Heine	Fräulein Hummel	Gerd
picture of a rabbit		picture of a horse	picture of a dog

Thomas	Angelika	Du	Dein Partner
	picture of a bird	?	?

Topic:

Animals/Pets.2

Quality Core Curriculum Function: **Function D**

Responds in oral or written form to a structured question (yes/no, either/or) presented orally or in writing about real, personal experiences

Activity Objective: Students read for understanding basic information about pets.

Language Needed

A. Content: names of animals, descriptive adjectives (color, size, personality), numbers

B. Linguistic Forms: present tense verbs, possessives, pronouns, adverbs

Specific Skills Addressed: Reading, writing

Suggested Time Frame: 20-30 minutes

Materials Needed: Handout of letter, chart handout, evaluation form handout (attached)

Procedures

1. Preorganize the reading selection by having students seek basic information in the letter handout: type of document (letter), dates, places, peoples' names, topics.
2. Have students skim the letter for basic information. Asks advanced organizer questions such as "What's it about?" "How many animals are described?" and "What's the family like?"
3. Ask students to re-read the letter for deeper comprehension.
4. Have students complete the chart (handout) with the requested information, which is to be found in their reading.

Evaluation Methods

Check student comprehension by using the third handout (attached), which is a series of statements to be marked RICHTIG/FALSCH. To do more evaluation of student comprehension, create a series of questions to answer concerning the information provided in the letter handout.

Springboard Activities

1. Ask students to write a letter about their own pets, real or imaginary.
2. Read the letter aloud or have it recorded by a native speaker and then have students identify to whom each pet belongs, thus converting this reading activity into a listening activity.

Handout 1 (Letter)

Erlangen, den 12. Dezember 1990

Lieber Tom!

Vielen Dank für Deinen letzten Brief. Er hat mich gefreut, mal wieder was von Dir zu hören.

Heute möchte ich Dir von unseren Haustieren erzählen! Meine Familie hat Tiere unheimlich gern, d.h., jede Person in unserer Familie hat ihr eigenes Haustier. Meinem Vater gehört ein Dackel, der Maxi heisst. Maxi ist schon dreizehn Jahre alt, ist klein, lang, und schwarz mit braunen Pfoten und Ohren. Meine Mutter sorgt für ihren Vogel, den Hansi. Hansi ist laut und singt gerne, besonders am Morgen, wenn ich lieber schlafen will! Schon seit vier Jahren weckt uns Hansi mit seinem Guten Morgengesang auf. Er ist blau und hat einen gelben Schnabel. Meine Schwester hat ihre schöne, süsse Katze, die Mietze heisst. Mietze ist ganz weiss ausser ihren schwarzen Pfoten. Seit zwei Jahren fängt sie schon Mäuse. Ich habe einen Hamster, den Kasper. Er ist sehr klein und sehr lustig. Manchmal spiele ich mit ihm, aber das ist gefährlich, da er gerne wegläuft. Kasper ist braun und weiss, und ich weiss nicht, wie alt er ist!

Also jetzt bist Du dran! Schreib, und erzähl mir alles über Deine Haustiere!

Deine Karin

Handout 2 (Chart)

Was versteht ihr?

After reading the letter to Tom, fill in the chart with the requested information.

Person	Pet	Pet's Name	Age	Colors	Adjectives

[NOTE: Teachers may wish to simplify this comprehension evaluation form by completing some of the cells in the grid before distributing the sheets to the students.]

Also, the basic information can be changed and a totally new reading or listening activity created.]

Handout 3 (True/False Quiz)

Respond with RICHTIG if the statement is true according to the letter from Karin. Respond with FALSCH if the statement is incorrect or was not included.

1. Tom ist Karins Bruder. _____
2. Karin hat einen Vogel. _____
3. Der Vater hat einen Hund. _____
4. Der Vogel ist weiss und hat einen schwarzen Schwanz. _____
5. Die Familie hat insgesamt sechs Tiere. _____
6. Die Katze frisst gern Hamster. _____
7. Die Familie hat Tiere unheimlich gern. _____
8. Der Hund ist das älteste Haustier. _____
9. Der Hamster ist zweieinhalb Jahre alt. _____
10. Der Hamster ist gefährlich, denn er beisst. _____
11. Karin weiss schon, dass Tom Haustiere hat. _____
12. Der Vogel heisst Mietze. _____
13. Die Schwester hat eine weisse Maus. _____
14. Die Katze ist schon vier Jahre in der Familie. _____
15. Der Hund ist ein Schäferhund. _____

Topic:

Animals/Pets.3

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students will ask and give information about lost and found pets.

Language Needed

A. Content: names of animals; descriptive adjectives (color, size, personality); adverbs of time (heute, gestern); ziemlich (rather); zuletzt (last); numbers

B. Linguistic Forms: present tense of verbs (haben, sein, aussehen); possessive pronouns, simple expressions of emotion (Es tut mir leid; es freut mich); conversational past tense of sehen and verlieren (as lexical items)

Specific Skills Addressed: Speaking, reading, writing

Suggested Time Frame: One class period

Materials Needed

Transparencies A, B, C and D and student handouts 1 and 2 (attached)

Procedures

1. Help students brainstorm information and vocabulary needed to describe lost or found pets (type of animal, color, size, sex, age, name, etc.) Put all the contributions on a transparency as students participate. (The result will resemble Transparency A, suggested below.)
2. Show Transparency A and have students copy words from the transparency onto Handout 1.
3. Assign Handout 2 for students to complete.

4. With a model student, read the dialogue on Transparency B. Let students then practice this model conversation with each other in pairs.

5. Then display Transparency C and choose a model student with whom to create the dialogue. Let students again pair off and practice the dialogue, following the cues from the transparency. Have students change partners every two minutes or so.

6. Display Transparency D and play the role of an attendant at the animal shelter. First ask basic questions (Was haben Sie verloren? Wie heisst Ihr Tier? u.s.w.) of various students. Then model the conversation as a whole with one selected student. Students may then practice being the interviewer and the interviewee in pairs.

Suggestion: To form pairs very quickly, simply have students count off (1, 2; 1, 2). Students in small classes may be paired off merely by having them arrange their desks in two straight rows facing each other. More interesting, but requiring more time and some advanced preparation, is having the class members draw number slips from a box into which will have been placed sets of slips numbered 1 or 2.

Evaluation Methods

Role-play with students the different situations dealing with lost and found pets. Or, have students write or ad lib a situation in which they are asked to include certain questions or information. Evaluate them on communication, use of vocabulary, fluency, pronunciation and variety of linguistic forms used.

Springboard Activities

1. Have students bring to class a picture of an animal and a written description on a 3x5 card. Display pictures, distribute descriptions of the cards, and ask students to match the description with the picture. (writing, reading)

2. Read the descriptions of the pictures and have students identify the animal being described. (listening)

3. Have students role play certain situations such as asking a parent for a pet or buying a pet in the store. (speaking)

4. Let students play "Go Fishing," using a deck of homemade cards with animal pictures on them. Depending on the time available for creating the deck of cards, you may have "books" of two, three or four cards representing each animal. Students will use phrases in German such as "Hast du eine Giraffe?" "Gib mir alle deine Elefanten!", and Gib mir einen Affen!

Sample of Transparency A (Brainstorming)

(Actually made in class using student contributions)

Maxi	Otto	klein	
alt	böse	Vogel	
Hund	Katze		
grau	blau	Schlange	weiss
Augen	jung	lang	freundlich
Ohren	ganz	Schnabel	Hubert
kurz	ETC	ETC	ETC

Transparency B

Model Dialogue

Mein Wolfi ist weg! - - - - - \

Wer ist weg?

- - - - - /
/

Der Wolfi, mein Hund.

\ - - - - - \

Ach so! Wie sieht
er aus?

- - - - - /
/

Er ist gross, vier
Jahre alt, ist braun
und schwarz.

\ - - - - - \

Nein, es tut mir
leid. So einen
Hund habe ich
nicht gesehen.

- - - - - -/
/

Danke. Auf Wiedersehen.

\ - - - - - \

Auf Wiedersehen,
und viel Erfolg!

Transparency C

Guided Dialogue

Says pet is gone - - - - - \
Asks for clarification
- - - - - /
Restates with more
information \ - - - - - \
Understands; asks for
a description
- - - - - /
Describes pet (age,
color, personality) \ - - - - - \
Responds either
positively or
negatively
- - - - - /
Says thanks and
farewell \ - - - - - \
Says farewell
and wishes success.

Transparency D

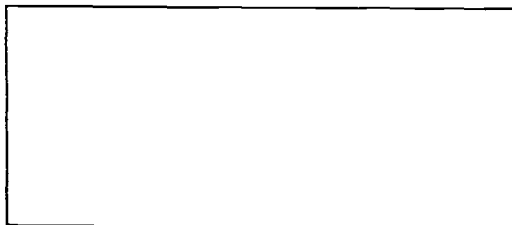
Gespraech im Tierheim

Tier (Was haben Sie verloren?)	Katze	Hund	Schlange
Tiername (Wie heisst Ihr Tier?)	Maxi	Mimi	Fritz
Grösse (Wie gross ist es?)	kurz	lang	gross
Farbe (Welche Farben hat es?)	weiss	schwarz	braun
Persönlichkeit (Wie ist es?)	lieb	ruhig	gemein
Zeit (Wann haben Sie es zuletzt gesehen?)	gestern	heute morgen	letzte Woche
Wohnort (Was ist Ihre Adresse?)	---	---	---
Telefonnummer	---	---	---
Wir sagen Ihnen Bescheid!	Danke Auf Wiedersehen.	Vielen Dank	Danke schön

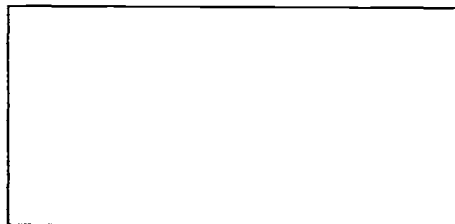
Handout 1

Categorize the words associated with pets.

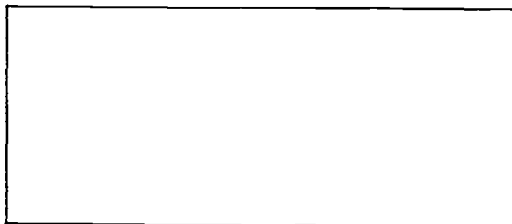
Type of animal



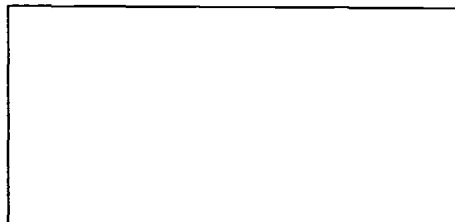
Names



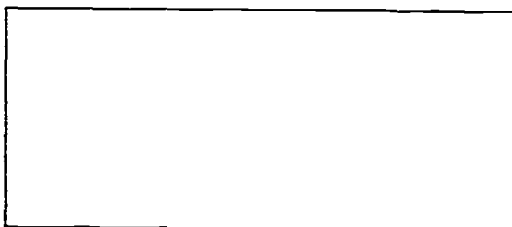
Colors



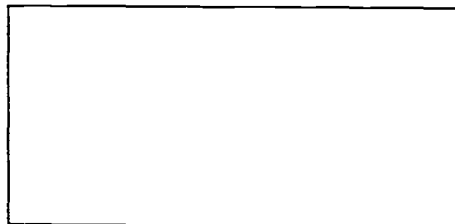
Size



Description



Personality



Student Handout 2

Write a notice for the bulletin board to publicize

- A. a lost pet
- B. a found pet

VERLOREN!

(Tier)

(Farben)

(Grösse)

Rufen Sie bitte an!

=====

GEFUNDEN!

(Tier)

(Farben)

(Grösse)

Rufen Sie bitte an!

Topic: **Classroom Objects.1**

Quality Core Curriculum Function: **Function B**

Develops listening, speaking, reading, and written skills to communicate in the classroom about recurring events and functions

Activity Objective: Students learn to associate the name of things directly with the object.

Language Needed

A. Content: names of basic classroom objects (They may be introduced in this activity.)

B. Linguistic Forms: Wo ist.....? Hier ist/sind.. Da ist/sind ... definite articles or indefinite articles or both

Specific Skills Addressed: Listening, speaking, reading, writing

Suggested Time Frame: 30 minutes

Materials Needed

Labels for all classroom objects (labels can be made on color-coded paper to indicate gender in a more "visual" way.) Labels may be made from "post-it" notes; however, larger construction paper labels would be more helpful for students to refer to during this activity and for later in the term if they are permanent on the objects.

Procedures

1. Introduce or review classroom objects orally by pointing to, touching or picking up each object as you name it. Have students repeat the name of each object several times.

2. Distribute labels to students so that each student or pair of students has one label. Then ask where a particular object is; the student with that label will hold up the label, announcing possession of it.
(Example: Teacher--Wo ist der Tisch? Student--Der Tisch ist hier.)

3. Collect the labels, shuffle them and redistribute or have students exchange labels. Repeat the question-and-answer dialogue, perhaps letting students ask the question and having the respondents tape the label to the appropriate object as they answer.

4. After all the objects have been labeled, have the students copy the words into their notebooks and sketch the object next to it (rather than an English translation!) to prepare for home study. By sketching the object rather than writing English translation, students should associate the word more directly with the object, bypassing time-consuming act translation.

Evaluation Methods

Informal evaluation takes place in Steps 2 and 3. Formal evaluation can be accomplished in a variety of ways. Call on students who are holding the object or the label, and have students ask or answer a question about the location of the object, pointing during the answer or point, touch or pick up an object, saying, "Das ist das Buch." Students respond with, "Ja, das ist das Buch,." or "Nein, das Buch ist da," going over to the new object if your identification was incorrect.

Springboard Activities

Give commands or have students give commands, telling students to touch certain objects in the classroom. If colors have already been presented, commands can include them as well.

Topic:

Classroom Objects.2

Quality Core Curriculum Function: Function E

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective: Students identify classroom objects.

Language Needed

A. Content: names of classroom objects

B. Linguistic Forms: indefinite articles

Specific Skills Addressed: Reading, writing, speaking

Suggested Time Frame: One class period

Materials Needed

Labels for the items in the classroom to be identified;
Handout 1, the grid of objects, and a set of numbered cards;
Handout 2, a list of scrambled words

Procedures

1. Before class starts, label in the target language the objects in the classroom that you want students to learn to identify.
2. Give each student a copy of Handout 1, on which are found drawings of the various classroom objects. Have students circulate throughout the classroom, find the labeled objects and copy the name of the objects in the grid block of Handout 1 that shows that object.
3. Then pair students to quiz each other on the names of the objects, asking, "Was ist das?" and answering, "Das ist ein Stuhl."
4. As a follow-up exercise, after students are familiar with the names of the objects, distribute Handout 2, a list of scrambled vocabulary words. Make a contest out of this activity, giving a prize to the student who first unscrambles all the words.

Evaluation Methods

Prepare a grid displaying the objects to be identified. Number each block of the grid and prepare a set of numbered cards. Draw a number card from the pile and ask, for example, "Nummer elf, was ist das?", calling on a student to respond, for example, "Das ist ein Fenster."

This evaluation/review may also be done by students in pairs, quizzing each other to see which student can identify the most objects correctly.

Springboard Activities

Have students prepare their own bingo card with the names of the objects in the target language written in the grid (5x5 instead of numbers. Provide a master list of objects (with the article) that students can use to complete their cards. It is preferable to have a list of more objects than there are blocks in the grid, thus assuring a variety of arrangements on the different students' cards. After students have prepared their individual card, call out the names of objects at random until a student has checked off a complete row or complete column. If you wish, you may prepare a set of index cards, each containing one vocabulary word, drawing random cards from the set and pronouncing them as students check their grids.

Another way to approach this activity is to hold up the picture of an object (instead of calling its name), saying "Was ist das?" If the student sees the picture of a flag, for example, he searches on his individually prepared bingo card for the word eine Fahne and checking it off.

Another direction for this activity asks each student in the class to contribute to the bingo game by announcing to the class the name of an object. In this way, students have an opportunity to speak and even make sure they win.

This activity can be extended by asking students to respond to various questions about the objects: "Wieviele Fenster sind hier in der Klasse?" "Welche Farben hat die Fahne?", etc.

Sample Handout 1

Was ist das?

[Note that drawings are to appear in this handout, provided in the Illustrations Packet. You may decide to make a larger (5x5) grid.]

1 drawing of a book	2 drawing of a pencil	3 chalkboard	4 chalk
5 trash basket	6 pencil sharpener	7 paper	8 eraser
9 student desk	10 tape	11 tape recorder	12 chair
13 pen	14 projector	15 screen	16 flag
17 bookshelf	18 stapler	19 paper clip	20 notebook

Sample Handout 2

Was ist das?

Directions: Unscramble the names of the common classroom objects you have learned.

1. apPrie _____
2. ichTs _____
3. dreFe _____
4. stFnere _____
5. htul? _____

[You may or may not want to mark the initial letter of the scrambled words with a capital letter.]

Students may be instructed to include the article in their answer.

Example: 2. ichTs ein Tisch or der Tisch

[Complete the list with appropriate vocabulary that has been taught.]

Topic:

Classroom Routine

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students analyze a typical school week and make inferences about the visual presented to them. They will use time, days of the week and school subjects as basic vocabulary.

Language Needed

A. Content: school subjects, telling time, days of the week, basic verbs of school activity (gehen, lernen, essen, machen, spielen, u.s.w.)

B. Linguistic Forms: present tense

Specific Skills Addressed: Reading, speaking

Suggested Time Frame: 30 minutes

Materials Needed: Student schedule provided as a handout, taken from Illustrations Packet

Procedures

1. Produce copies of the handout for each student or prepare an overhead transparency.
2. Before the students examine the visual, prepare class with the necessary vocabulary and structures to discuss the activities and studies shown in the visual.
3. Have students read the time schedule presented in the visual and prepare to discuss its details. They should be able to respond to questions about the information presented and create questions to ask of other students.

Evaluation Methods

Informal evaluation may take place during the exercise as you see which students can discuss the information with an acceptable level of proficiency. Formal evaluation may take place during an oral or written quiz as students answer specific questions, using the information presented in the visual.

Suggested Questions for Discussion

Um wieviel Uhr beginnt seine erste Klasse?
Welche Sprachen lernt er?
Wann geht er ins Labor?
Wieviele Stunden wöchentlich hat er Geschichte?
Wohin geht er gern, um zu lernen?
Wieviel Zeit hat er zum Mittagessen?
Warum hat er keine Klassen am Mittwochnachmittag?
Wann hat er frei?
Wann geht er nicht in die Geschichtsstunde?

Springboard Activities

1. Have students use the format provided or a similar format of their own creation to draw up their personal academic schedules.
2. Ask students to use this sort of format to interview a partner to determine what that partner does during the week and what the partner is studying.
3. Adapt the information given, masking out about half the information provided on the original visual to create Sheet A. Mark out the other half of the information on Sheet B. With students working in pairs, one armed with Sheet A and one armed with Sheet B, have them interview each other to learn what information is not included on their own sheet to complete the full schedule.
4. Use this format to introduce the vocabulary of other subjects that students may be studying. Class hours may be changed; the typical 24-hour clock notations may be substituted; leisure activities may be included.

Topic:

Clothing.1

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students respond realistically to basic questions using topical vocabulary; give sentence descriptions using appropriate adjectives; express likes and dislikes in single sentences using concrete vocabulary on clothing, colors, weather, etc.

Language Needed

- A. Content: basic clothing terms, colors, adjectives of size, weather, activities appropriate to specific clothing
- B. Linguistic Forms: sein, haben, tragen, agreement and placement of adjectives; appropriate action verbs and verbs of like, dislike, preference

Specific Skills Addressed: Listening, speaking

Suggested Time Frame: 30 minutes

Materials Needed

Three sets of old clothing (three pairs of pants, three sweaters, three T-shirts, three jackets, three pairs of shoes, three hats, three skirts, etc.)

Procedures

1. Review clothing vocabulary, using pictures, overhead transparencies, students' apparel or props (doll clothes, children's clothing, etc.). As each piece of clothing is identified, elicit statements from students regarding color, size, appropriate weather, season or activities for each article. Examples:

Welche Farbe hat diese kurze Jacke?
Magst du die grüne Jacke?
Wann trägst du eine Jacke? im Sommer? zum Schilaufen?
Ist dieses T-Shirt gross oder klein?

Hast du T-Shirts lieber?
Welches ist gross oder klein?

2. Divide the class into three teams, assigning each team its own pile of clothing placed at the front of the room. Each pile of clothing should contain the same basic items and be within the students' vocabulary range. The more colorful or silly the items, the better they like them.

3. Have each team send one person to stand behind its assigned pile of clothing. Call out the name of an article such as "Die Jacke anziehen". Ask students to quickly find and put on the appropriate article of clothing while you note the order in which the members of the three teams finish. Points may be awarded, such as three points for the first team, two for the second and one for the last team. Then have each student, in order of his or her completion of the first task, must make a statement about that article of clothing before returning to the team huddle. Points may also be given here, based on appropriateness, creativity and complexity of the statement. You may want to assign a student to write these statements on a transparency for later summary or review.

4. Repeat Step three until all students have had at least one turn to find and put on an article of clothing.

5. If a transparency of the students' statements was made, you may want to summarize the lesson by going over the statements with the class.

Evaluation Methods

Informal evaluation occurs throughout this activity. For more formal evaluation at the end of the activity, hold up selected articles of clothing and have students identify them and give a statement about each (in oral or written form). Be sure to give students more practice activities before giving them any written evaluations or hold up selected articles of clothing, making a statement about each item have students write yes or no to agree or disagree with the appropriateness of your statement. Another option is to describe an activity or weather situation and have students identify appropriate clothing (orally or by selecting answers from a multiple choice format).

Springboard Activities

1. Divide students into groups of four or five. Give each group a slip of paper designating a vacation spot, dates of the vacation and suggested activities. Have groups make a list appropriate clothing to pack for this vacation, including a statement noting the proposed activity for each item to be packed. This writing assignment can be turned in or discussed in class. If it is shared orally, it might encourage listening skill development if the presenting group is instructed in advance NOT to mention the destination, so that the other groups might guess the vacation spot.

2. Pack four or five suitcases or paper sacks for imaginary people of varying ages, interests and vacation destinations. Or assign student groups can do this, using your suggestions or determining their own "identity." When students bring in the packed suitcases, you may want to traveller's check them in advance for appropriate contents. In class, distribute the suitcases to groups of students (no group receiving its own suitcase), explaining to students that there was a luggage mix-up at the airport. Ask each group to go through the contents of its suitcase and try to determine a profile of the owner and the vacation destination.

Adapted from an activity created by Judy Lewis, Stan Moor and Lynn Swanson, Spanish teachers at Pope High School.

Topic:

Colors.1

Quality Core Curriculum Function: Function E

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students learn to give sentence descriptions using color adjectives.

Language Needed

A. Content: selected colors (about 12-14); names of various objects found in a classroom or among student possessions

B. Linguistic Forms: placement of adjectives; Das ist ein (e).....
Sie sind... ; adjective endings

Specific Skills Addressed: Writing, speaking, listening

Suggested Time Frame: 20 minutes

Materials Needed: Index cards with various pairs of color names on each; timer

Procedures

1. Briefly review names of colors that students will be using in this activity.

2. Divide students into groups of four or five. Let each group select an index card on which is printed a pair of colors (in the target language): one common color (such as red) and one less common color (such as pink).

3. Give students three minutes to gather from among their personal possessions or from the classroom as many objects as they can that are predominantly of their assigned colors. Set the timer.

4. At the end of the search period, instruct each group to prepare a list in the target language of the items they have found. If they do not know the word for an item, they may use the textbook glossary or a dictionary, if they have been given instruction on dictionary usage. Or they may simply use "Etwas (Gelbes)" or Ein blaues Dingsbums, ein rotes Ding." Allow five minutes for this task.

5. Have each group then present its assembled objects to the class, reading from the list (Es un libro rojo, Son flores azules, etc.). Award two points for each object correctly named and one point for each object presented but not specifically identified. The group with the most points "wins." If you wish, allow other groups to earn an extra point for each object they can name that the presenting group could not.

Evaluation Methods

Informal evaluation is provided by students' lists, presentations and peer corrections.

Springboard Activity

Let individual students choose five objects from their hunt and write one sentence about each. Sentences may relate to their like or dislike of the object, the use of the object, other descriptions of it, where it is usually found, etc.

Topic:

Days, Months, Seasons.2

Quality Core Curriculum Function: **Function A**

Understands and produces memorized sequences in oral and written form

Activity Objective

Students recite in sequences the months of the year; ask the date of another student's birthday, and respond to that question.

Language Needed

- A. Content: names of the months of the year; numbers 1-31
- B. Linguistic Forms: Wann hast du Geburtstag? --Mein
Geburtstag ist... Possessive
adjectives; sein, haben

Specific Skills Addressed: Listening, speaking

Suggested Time Frame: One class period

Materials Needed:

Authentic calendar from the target country; handout of scrambled words, provided in this activity

Procedures:

1. Present the months of the year orally and in sequence.
2. Model for the students the month of your birthday:

 Mein Geburtstag ist im November.
3. Drill orally: Wann hast du Geburtstag?
 Mein Geburtstag ist im Juni.
 Mein Geburtstag ist am 16. Oktober.
4. Group the students to quiz each other about the month of their birthday, taking turns asking each other the questions and giving the appropriate response.

5. Have students record the birthdate given by each person in their group. They will later be responsible for responding to questions about the birthdate of particular persons in their group.

Wann hat Peter Geburtstag?
Er hat im August Geburtstag.
Sie hat am 10. August Geburtstag.

6. Record several of the students' dates on an overhead transparency and then lead the class in an exercise, such as

Wer hat am 25. November Geburtstag?

7. Have individual students respond with

Am 25. November hat _____ Geburtstag.

8. For a writing exercise, show a transparency (or a handout) with the months of the year scrambled and not in sequence. Have the students unscramble the names and write them in sequence. Give a prize to the student who finishes first.

Evaluation Methods

For informal evaluation, have students recite, in turn, the sequence of the 12 months as you call on individuals one after the other. They may also be asked to write the months of the year. Finally, ask them to respond to questions related to birthdates.

Springboard Activities

1. Have students design and produce their own theme (sports, tourist spots, cities, animals, etc.) calendar in the target language/culture. Have them write days and months in the language. Students may illustrate each month with a scene depicting the theme and label the objects in the illustrations. Remember that the weeks in a German calendar often begin on Monday.

2. Ask students to identify important days on their calendar, in the target language: Christmas, Yom Kippur, Thanksgiving, birthdates of friends and family members, national holidays.

3. Give extra credit to students who wish to research and identify important days in various German-speaking countries.

Sample Transparency or Handout

Scrambled months

- | | | |
|------|-----------|-------|
| 1 . | ZRMÄ | _____ |
| 2 . | BREMEPTES | _____ |
| 3 . | NJUI | _____ |
| 4 . | MEBEZRED | _____ |
| 5 . | BRAEFU | _____ |
| 6 . | STUGUA | _____ |
| 7 . | VRMBNOEE | _____ |
| 8 . | AMI | _____ |
| 9 . | LUJI | _____ |
| 10 . | RNAJAU | _____ |
| 11 . | PLARI | _____ |
| 12 . | TORBOKE | _____ |

Topic:

Days, Months, Seasons.2

Quality Core Curriculum Function: **Function A**

Understands and produces memorized sequences in oral and written form

Activity Objective

Students recite sequences, such as days of the week and months of the year; repeat basic questions, asking them of another student; and respond to visual cues.

Language Needed

A. Content: days of the week; months of the year; numbers 1-31; selected holidays

B. Linguistic Forms: Die Tage der Woche sind
Die Monate des Jahres sind....
Was ist heute für ein Tag?
Heute ist der 4. Juli.
Was ist das Datum von Weihnachten?
Heute ist Dienstag.

Specific Skills Addressed: Listening, speaking

Suggested Time Frame: 30 minutes

Materials Needed: Large wall calendar (in German, if possible); handout of German calendar

Procedures

1. Review the days of the week and the months of the year orally and in sequence. Remind students that the German week generally begins with Montag.

2. Using the large wall calendar, point to various days of the week and ask in German, "Den wievielten haben wir heute? / Was ist das heutige Datum? / Welchen Monat haben wir? / Was ist der Monat?"

3. Review the structure for giving dates in German, and after asking, "What's today's date?" in German, point to various other dates on the large calendar to elicit students' responses as they practice telling the date.

4. Distribute a handout of a German calendar. Announce a particular date (den 14. Juni) and have the students tell you the day of the week for that date, according to the calendar.

5. Have students circle important dates/holidays on their calendars. You may specify them or let students choose or both. Then ask in German: "What's the date of Easter?" or "Christmas is on what day this year?" or similar questions such as "What day is your birthday on this year?", "When does vacation start?", "On what day?"

Evaluation Methods

Informal evaluation takes place throughout this activity. For more formal evaluation, repeat steps 4 and 5 with individual students or in a written format. Students can also be required to recite the days of the week and the months of the year in sequence for a formal evaluation.

Springboard Activities

1. To practice the topic of days (and perhaps telling time), distribute and discuss a typical school schedule of a German student. For example: "On what days does Inge have math class?" "At what time does she go to English class?"

2. Have students identify major school holidays on the calendar handouts. (for example, the second Monday in October) and recite the date of the month (It's the 10th.). Follow with a brief discussion in German about differences and preferences regarding the school calendar.

Topic:

Family.1

Quality Core Curriculum Function: Function E

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective:

Students learn to discuss the topic of family members by responding to questions.

Language Needed

A. Content: vocabulary on family members (below)

B. Linguistic Forms: descriptive adjectives, present tense of verb forms, demonstrative adjectives, possessive adjectives, numbers; dein, haben

Specific Skills Addressed:

Listening, speaking, reading, writing

Suggested Time Frame:

Two class periods

Materials Needed:

Photographs or pictures representing various family members

Procedures

1. Ask students in advance to collect photographs of family members or to cut from magazines pictures that represent family members.

2. Introduce the vocabulary concerning family members and present model sentences to introduce them: "This is my aunt," etc. Model statements, questions and vocabulary are attached at the end of this section.

3. Then ask students to present some of their own pictures, using your model.

4. Have students write a description of their favorite family member.

Evaluation Methods

A written evaluation may take the form of a short quiz, in which students complete items such as

1. Mein Lieblingsverwandter ist mein_____.
2. Sein/Ihr Name ist...
3. Er/Sie hat _____Augen.
4. Er/Sie hat _____Haar.
5. Er/Sie ist _____Jahre alt.
6. Er/Sie ist sehr _____ und _____.
7. Er/Sie hat _____gern.
8. Er/Sie wohnt in _____.

Springboard Activities

Divide the class into student groups of four or five. Have students in each group place a picture and a written description of one of their relatives on a poster board. Ask students to study the various pictures and descriptions, preparing to answer questions like the ones below

Useful Vocabulary

Family Members	Descriptive Words		Verbs
der Vater	gross	klein	sein
die Mutter	dick	schlank	haben
der Bruder	nett	freundlich	wohnen
die Schwester	toll	intelligent	lesen
der Onkel	alt	grossmütig	skilaufen
die Tante	jung	verrückt	reisen
der Vetter/Cousin	langweilig		spielen
die Kusine/Cousine	frech		heissen
der Grossvater	religiös		
die Grossmutter	blond		
der Sohn	brünett		
die Tochter	rothäugig		
der Mann	blaue Augen		
die Frau	grüne Augen		
	dunkle Augen		
	braune Augen		

Typical Questions

Wie heisst er (sie)?
Wie alt ist sie (er)?
Was für eine Person ist er?
Welche Farbe hat ihr Haar?
Welche Farbe haben seine Augen?
Wo wohnt er?
Was hat er gern?
Wer hat eine rothaarige Kusine?
Wer hat Malen gern?
Wer wohnt in San Francisco?

Topic:

Family.2

Quality Core Curriculum Function: **Function A**

Understands and produces memorized sequences in oral and written form

Activity Objective

Students respond to visual cues for members of the family and repeat basic questions, asking them of another student.

Language Needed:

- A. Content: Vocabulary for family members (see Family.1);
- B. Linguistic Forms: third person singular of heissen; possessive adjectives

Specific Skills Addressed: Listening, writing, speaking

Suggested Time Frame: 20 minutes

Materials Needed

Teacher-made tape (sample script provided); overhead transparency or large poster of family tree (see sample); family tree outline (handout)

Procedures

1. Record (or have a native speaker record, if possible) a monologue describing a family. A sample script is provided.
2. Review the vocabulary for family members, using a large poster or an overhead transparency of a family tree as a visual aid to be sure that students understand family relationships.
3. Give the students the handout to fill in while listening to the tape. Go over the pronunciation of various names on the handout if necessary before beginning the tape to ensure that students will recognize them.

4. Play the tape once or twice, depending on the students' ability. Students will only have to comprehend names of various family members to complete this activity; total comprehension of all details is not the goal at this time. However, if appropriate, include the second handout at a later date.

Evaluation Methods

Ask or have other students ask questions such as

Wie heisst ihr Bruder?

Wie heisst Gerds ältere Schwester?

to verify students' answers and to practice oral use of this vocabulary and the function of asking questions.

Springboard Activities

1. Ask students to write one sentence about each family member, based on subsequent replays of the tape. The second handout is provided for this activity.

2. Let students draw their own family tree with name labels. If appropriate, ask them to write one sentence about each family member. By putting these sentences into paragraph form, students could supply family information to a prospective exchange student coming to stay with them. They might also make a tape recording of their written paragraph to hand in for an oral evaluation.

3. Describe orally your own (or an imaginary) family or have a very capable student do so. Have students draw and fill in a family tree based on this description. For a more student-active and elaborate family tree exercise, use names of students in the class and assign them to various family roles. As the students hear their own name mentioned in the description of the family being read to them, have them pick up a sign indicating their family status (father, sister, uncle, etc.) made in advance and stand in the appropriate place to form a life-sized family tree in the classroom. By describing a family with lots of cousins, the entire class could become involved in this activity.

Sample Tape Script (to be recorded)

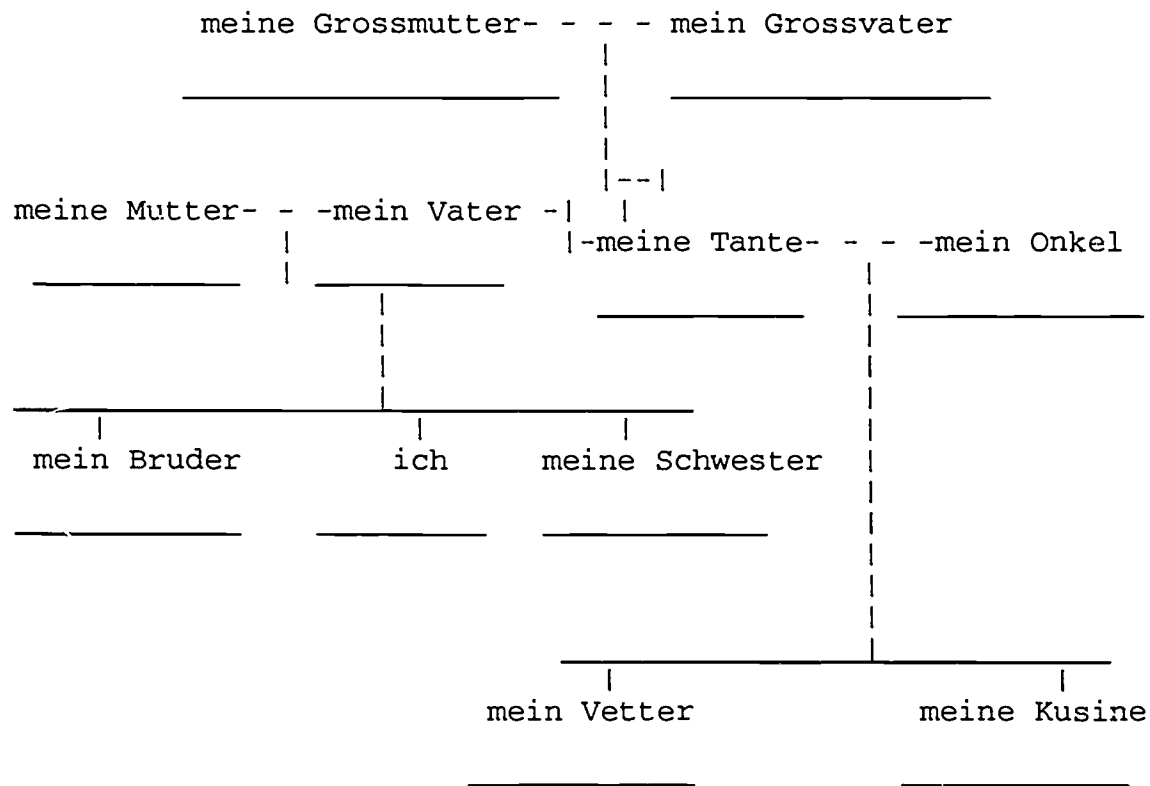
Guten Tag! Wie du weisst, heisse ich Michaela, und ich werde dir meine Familie beschreiben. Ich wohne in einem Einfamilienhaus in einem Vorort mit meinen Eltern und meinem jüngeren Bruder und meiner älteren Schwester. Mein kleiner Bruder heisst Gerd und ist sieben Jahre alt. Er spielt gern Fussball mit seinen Freunden. Meine Schwester Susanne ist sechzehn und besucht die Hauptschule in der Nähe. Sie hat Rockmusik unheimlich gern, besonders amerikanische Gruppen. Susanne und meine Kusine Hilde gehen immer in Rockkonzerte. Hilde und ihr Bruder Dirk wohnen in einer Wohnung in der Stadt mit ihren Eltern, meiner Tante Luise und meinem Onkel Karl. Mein Vetter Dirk ist acht; er und mein Bruder spielen gern zusammen. Meine Tante Luise arbeitet in einer Bank in der Stadt, und mein Onkel Karl ist Journalist. Meine Eltern arbeiten auch in der Stadt. Meine Mutter, die Theresa heisst, ist Lehrerin. Mein Vater, Philip, arbeitet in einem Büro. Sie fahren normalerweise mit der S-Bahn in die Stadt. Meine Grosseltern wohnen auf dem Land. Wir besuchen sie am Wochenende. Mein Grossvater heisst Heinrich. Er arbeitet nicht mehr. Er bleibt zu Hause zusammen mit meiner Grossmutter Imgard. So, das ist meine Familie!

Handout A

You are going to live with a German family for one month this summer. Your German friend has sent you a tape recording describing her family to you.

Listen to the tape and fill in the family tree below with the names of the family members. These German Vornamen are listed below in alphabetical order to help you with the spelling.

Dirk Gerd Heinrich Hilde Ingrid Karl Luise
 Michaela Philip Susanne Theresa



Handout B

Now that you've heard details of Michaela's family, write one sentence about each family member to help you get to know them before your arrival in Germany.

1. Ihre Schwester _____.
2. Ihr Bruder _____.
3. Ihre Mutter _____.
4. Ihr Vater _____.
5. Ihre Kusine _____.
6. Ihr Vetter _____.
7. Ihre Tante _____.
8. Ihr Onkel _____.
9. Ihre Grossmutter _____.
10. Ihr Grossvater _____.

Topic:

Geography.1

Quality Core Curriculum Function:

Function E

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective:

Students describe locations on a map.

Language Needed

A. Content: geography expressions (compass directions, topographical features); prepositions of location

B. Linguistic Forms: present tense of various verbs

Specific Skills Addressed:

Reading, speaking

Suggested Time Frame:

30 minutes

Materials Needed

Handouts A, B, C (attached); wall map of a German-speaking country or textbook map

Procedures

1. Review the vocabulary for compass directions and the geography vocabulary (rivers, mountains, lakes, cities, etc.) needed for this activity and then distribute handout A. Help students organize for the activity by having them name various features they see. Other questions appropriate would be: "Where would you like to live in this imaginary land?" "Where would you not like to live?" Where would your friend like to live?

2. Ask all students to stand and give the location of a place on the map before they can be seated again. Example:

Mein Lieblingsstadt liegt südlich von Valentin.

3. Then have students complete handout B with the appropriate responses.

4. Use a real map and follow the same procedures.

Evaluation Methods

Use Handout C for a formal or informal evaluation. For example, ask students to state a location of two cities and have another student make a sentence using the same cities.

München liegt südlich von Nürnberg. --Nürnberg liegt
nördlich von München.

Springboard Activities

1. Have students make their own imaginary country, draw a map and make up exercises similar to those in Handout B for a partner to complete.
2. Read several statements referring to a particular map, and ask students to decide if the statement is true or false. (stimmt oder Quatsch!)

Selected Vocabulary

nördlich	südlich	östlich	westlich	
Fluss	Gebirge	Dorf	Stadt	Tal, u.s.w.
liegen	Hauptstadt	Berge	Wald	See

Handout A

Landkarte von Herzland

Drakulasberg

Playboygebirge

Ringtal

Heiratssee

Hass

Liebesgetränksee

Hänsel-und-Gretelwald

Scheidungsfluss

Liebesstadt

Liebeskranktal

Parfümdorf

Lippensee

Playgirlstadt

Map of Heartland

Dracula Mountain

Playboy Mountains

Wedding Ring Valley

Marriage Lake

Hate City

Love Potion Lake

Hansel and Gretel Forest

Divorce River

Love Capital

Love-Sick Valley

Perfumetown

Lip Lake

Playgirl City

Handout B

Ergänze mit dem richtigen Wort:

nördlich südlich östlich westlich

1. Der Lippensee liegt _____ von Playgirlstadt.
2. Der Liebesgetränksee liegt _____ von Hass.
3. Der Hänsel-und-Gretelwald liegt _____ von Parfümdorf.
4. Liebesstadt liegt _____ von Heiratssee und _____ von Playgirlstadt.
5. Valentin liegt _____ von dem Heiratssee.
6. Das Ringtal liegt _____ von Parfümdorf.
7. Die Stadt Hass liegt _____ von dem Drakulasberg.
8. Der Lippensee liegt _____ von dem Heiratssee.
9. Das Liebeskranktal liegt _____ vom Ringtal.
10. Das Playboygebirge liegt _____ von Valentin.

Was ist das? Ergänze:

1. _____ liegt südlich von Valentin.
2. _____ liegt westlich von Liebesstadt.
3. _____ liegt nördlich von Liebesstadt.
4. _____ liegt östlich von dem Liebesgetränksee.
5. _____ ist die Hauptstadt von Herzland.

Handout C

Landkarte

Beantworte die Fragen:

1. Wo liegt München?
2. Wo liegt Hamburg?
3. Wo liegt Dresden?
4. Wo ist Düsseldorf?
5. Wo liegen die Alpen?
6. Wo ist Bonn?
7. Wo liegt Köln?
8. Wo liegt Koblenz?
9. Wo liegt Mainz?
10. Wo liegt Berlin?

Topic:

Rooms of the House.1

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students manipulate memorized materials to create descriptions of their living situations in homes or apartments.

Language Needed

A. Content: vocabulary for rooms of the house

B. Linguistic Forms: sein; Wo ist...?

Specific Skills Addressed: Listening, speaking

Suggested Time Frame: 20 minutes

Materials Needed

Transparency of a floor plan (see Illustrations Packet), small cutouts, each in a unique shape, of various people or family members and animals (to form silhouettes when placed on the transparency in a particular room)

Procedures

1. Using the transparency of a floor plan, review the rooms of the house. Continue with questions such as "Ist das die Küche?" "Ist das das Schlafzimmer oder das Wohnzimmer?" "Welches Zimmer ist hier?"

2. Introduce the cutout silhouettes (by name or using family member vocabulary or perhaps figures in the shape of household pets) and place one figure in a room on the transparency floor plan. Asking questions such as "Ist die Mutter im Badezimmer?" "Ist der Vater in der Küche oder im Wohnzimmer?" "Wo ist der Junge?", Have students tell the location of the figure. Move the figures from room to room or place different figures in different rooms until the class identifies all rooms.

3. Divide students into groups of four to five. Ask one student in each group to write on a notecard a room of the house indicating where he or she is. Challenge other members of the group to guess which room has been selected by asking a yes/no question (e.g., "Bist du in der Küche?") Let the student who guesses the correct room then choose a room, writing the selection on a note card or on scratch paper. Continue the round for three to five minutes, until all students have had a chance to "hide" themselves in the house.

Evaluation Methods

To evaluate listening comprehension, use the transparency of the floor plan, placing a figure in the room and making a statement about the location of the figure. Have students respond (in written or oral form), based on the truth of your statements.

To evaluate speaking skills, use the transparency of the floor plan, placing a figure in a room and asking a student where that figure is.

1. Ask students to draw a floor plan of their own home or of their dream home, labeling rooms in the target language. More capable students might write a few sentences describing the various rooms. (Example: There are three bedrooms. The kitchen is very modern. The living room is next to the dining room. The bedroom is far from the bathroom. The bathroom is on the second floor.)

2. Let students practice questioning you as they place the silhouette figures in the various rooms.

Topic:

Rooms of the House.2

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students respond realistically to basic questions using topical vocabulary concerning the rooms of a house. They learn to manipulate memorized materials to fit different situations.

Language Needed

A. Content: names of the rooms of a house (see Rooms of the House.1); numbers

B. Linguistic Forms: Wieviele...? Wo ist...? Wo
 sind....?
 Gibt es...? Es gibt.... Es gibt
 kein____.

Specific Skills Addressed: Listening, speaking, reading, writing

Suggested Time Frame: 20 minutes

Materials Needed: Floor plans of various houses

Procedures

1. Reviews the names of the rooms of the house, using a transparency (copy provided in the Illustrations Packet). Ask questions, similar to those listed below, to practice vocabulary and structures needed for this activity.
2. Write questions on the chalkboard or transparency for easy student referral.

Wieviele Zimmer hat das Haus?
Wieviele Schlafzimmer hat das Haus?
Wieviele Badezimmer gibt es?
Wo ist die Küche?
Wo sind die Badezimmer?
Hat das Haus eine Garage?
Hat das Haus einen Keller? einen Dachboden?

3. Divide students into pairs. Distribute sample floor plans so that each student in a pair has a different plan. [Copy, then cut out the individual floor plans to the blackline master provided in the Illustrations Packet.] Have students ask each other questions to determine the differences in their floor plans.

Evaluation Methods

For informal evaluation, circulate and listen to pair practice. For formal evaluation after the students have had time to practice the oral questions in paired groups, assign pairs to write answers to the questions (thus forming a first draft of a descriptive paragraph of the floor plan) while you circulate to evaluate. For formal oral evaluation, have each pair ask and answer one question each. You may wish to have more capable students describe their floor plans in two to three sentences, using the questions as a guide (Function F of the QCC). Written paragraphs can also be collected for a grade, if desired.

Springboard Activities

1. Distribute a full-page handout containing two to four floor plans and describe each floor plan in the target language as students listen for details and identify the floor plan being described.

2. After presenting typical abbreviations used in real estate ads and showing them copies of ads, ask students to write their own ads based on their own homes, imaginary homes or specific floor plans (such as those found in magazines and newspapers). Then have student pairs trade ads and question each other about details not found in the ad to determine their possible interest regarding future purchase or rental.

3. After they are familiar with typical abbreviations found in ads, divide students into pairs (realtor and interested buyer). Distribute to all realtors a multiple listing of ads (see Illustrations Packet). Have buyers state their desires and realtors respond and suggest alternatives, based on ads. Ask buyers to decide whether to visit any of the houses/apartments.

Sample Handout

Schloss Rheingold	ein Bauernhof
Wohnung in Bonn	ein Schweizerhaus

Topic:

Numbers.1

Quality Core Curriculum Function: Function A

Understands and produces memorized sequences in oral and written form

Activity Objective

Students will demonstrate understanding of spoken numbers in the target language by repeating correct numbers as they are shown by teacher and peers.

Language Needed

A. Content: numbers 1-20 or 21-40 or 41-60 or 61-80 or 81-100

B. Linguistic Forms: basic instructions, such as Count from 1 to 20; Zählt von 1 bis 20! Sprecht nach! Was ist das? Gut, sehr gut, nicht ganz, fast.

Specific Skills Addressed: Listening, speaking

Suggested Time Frame: 30 minutes or less

Materials Needed: Squares of papers with numbers

Procedures

1. Model the correct pronunciation of numbers (in the range to be learned in this lesson), while pointing to or holding up the numbers produced on the visual.
2. Have students repeat as a whole group, alternately in small groups and finally as individuals until everyone can repeat successfully.
3. Using the squares of paper with the numbers on them, ask students to identify the numbers in normal order, in reverse order and then in random order.
4. Group students by teams of four for small group practice for a few minutes.
5. At the end of the practice session, call on students to recite the numbers in the orders practiced.

Evaluation Methods

You may assign a speaking quiz grade, but tell students in advance if the activity is to result in a grade.

Springboard Activities

1. Start with any number, point to a student and have him or her pronounce it. Then, giving cues (count up or count down), point randomly to other students to continue the sequence. After a few numbers, reverse the sequence. Select another starting number and repeat the procedure.

2. Call out a number (or have another student do it), and call on another student to recite the next higher number or the next lower number, according to the initial instructions.

Cultural Note

"One" is designated with the thumb, and the palm is toward the speaker. "Two" is the thumb and the index finger, still with the palm toward the speaker, etc.

When making the sheets of paper with numbers, be sure to write them in the way that native speakers write them (7 with a bar through the stem, for example).

Topic:

Numbers.2

Quality Core Curriculum Function: Function C

Reacts appropriately in uncomplicated social situations

Activity Objective

Students learn to use numbers that are required for use of the telephone and to memorize essential phrases necessary on the telephone.

Language Needed

- A. Content: numbers 1-100
- B. Linguistic Forms: none

Specific Skills Addressed: Listening, speaking, reading

Suggested Time Frame: 10-30 minutes

Materials Needed: Attached handout/worksheet or a similar one created by the teacher

Procedures

1. Familiarize students with the numbers 1-100 and the correct pronunciation of the words on the worksheets.
2. Group the class into pairs and explain the worksheet "The Perfect Secretary." Have students "dial" a phone number at random by calling out to their partner. The partner must answer within 10 seconds by announcing the name of the company (museum, hotel, etc.) called. Give the responder one point for each correct answer and the caller one point for each incorrect answer.
3. After partnerships are established, have one of the partners call out a number. The responding partner listens to the number called, consults the sheet and responds, for example, "Hotel Ufer." Repeat this process three to five times, as directed by your initial instructions. Let partners reverse roles for three to five calls, as appropriate. Instruct students to place a checkmark or an X in the column they are playing to identify a point for themselves.

4. Let students continue the activity for as long as you feel is appropriate. Give students a new sheet and a new partner if a lot of time is to be spent on working with numbers. Since the list may be too long for some students to check through in 10 seconds, consider having students work on the handout in sections.

Evaluation Methods

While students work with the activity, circulate among them and checks for correct pronunciation. Check student accuracy and involvement by evaluating the number of points the various students accumulate.

Springboard Activity

1. Use any category of telephone numbers and agencies to establish similar worksheets: hotels, department stores, tourist centers, museums, restaurants, etc.

2. Teach students a set dialogue to complete the call.
Example:

- | | |
|---------------------------|------------------------------------|
| A. 45.71.41 | B. Hotel Ufer. |
| A. Herr Schmidt, bitte | B. Er ist leider nicht hier. |
| A. Danke. Auf Wiedersehen | B. Bitte schön. Auf
Wiedersehen |

Die perfekte Sekretärin / Der perfekte Sekretär

Establishment	Telephone	Round									
		1	2	3	4	5	6	7	8	9	10
Hotel Am Fuchschen	32.05.43	-	-	-	-	-	-	-	-	-	-
Hotel Golzheimerkrug	43.44.53	-	-	-	-	-	-	-	-	-	-
Haus Rheinblick	43.53.16	-	-	-	-	-	-	-	-	-	-
Hotel Garni Jan Wellem	32.79.47	-	-	-	-	-	-	-	-	-	-
Hotel Ufer	49.90.31	-	-	-	-	-	-	-	-	-	-
Hotel Grünberg	79.39.49	-	-	-	-	-	-	-	-	-	-
Hotel Germania	49.40.78	-	-	-	-	-	-	-	-	-	-
Haus Rittendorf	40.40.41	-	-	-	-	-	-	-	-	-	-
Carmel-Hintz Hotel	35.08.92	-	-	-	-	-	-	-	-	-	-
Hotel Residenz	36.08.54	-	-	-	-	-	-	-	-	-	-

Topic:

Parts of the Body.1

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Function F

Gives written and oral descriptions of two to four sentences of the known and concrete environment, given a topic or visual aid

Activity Objective

Students respond to basic questions using appropriate vocabulary for parts of the body.

Language Needed

A. Content: vocabulary concerning parts of the body; numbers 1-10

B. Linguistic Forms: Wieviele...?; the verb haben, possessive adjectives

Specific Skills Addressed: Listening, speaking

Suggested Time Frame: 25 minutes

Materials Needed

Teacher-made transparency or handout copies of the drawing of a "monster," (das Monster, das Ungeheuer), which is included in Illustrations Packet.

Procedures

1. Briefly review vocabulary of the parts of the body.
2. Show students the transparency or the handout copies of the drawing of the "monster." Describe the "monster" in detail. (Mein Ungeheuer hat drei Köpfe, etc.)
3. Ask the students questions about the "monster." (Wieviele Arme hat das Ungeheuer?, etc.)

4. Group the students into pairs and instruct them to ask and answer questions of each other, using sentences as modeled.
5. Instruct the students to draw their own version of the "monster" at their desks.
6. After sufficient practice, have student volunteers give short descriptions of their "monster."

Evaluation Methods

Informal evaluation occurs as you circulate during paired practice and during volunteer oral descriptions. If further evaluation is needed, have students write a paragraph of four or five sentences below their drawing, which they can turn in as classwork or homework for a written grade or for a formal oral presentation.

Springboard Activities

1. Have students give their monsters a name in the target language, writing that name below or above their drawing. Collect all drawings and place several in view of the class (on the chalkboard, the wall or a bulletin board). Describe one of the drawings on display orally and have students identify by name which monster you are describing. This activity can be done as a game or as a listening comprehension activity.
2. Select student artist(s) to go to the chalkboard. Have individual members of the class contribute one-sentence descriptions of a monster for the artists to draw. Continue with student contributions until the monster is complete.
3. Working with a chalkboard drawing, give descriptions and have a different student add a feature by adding the description to the drawing. If students have learned colors and if colored chalk is available, the drawings could be even more interesting.

Topic:

Parts of the Body.2

Quality Core Curriculum Function: **Function A**

Understands and produces memorized sequences in oral and written form

Activity Objective: Students respond to visual cues to learn parts of the body.

Language Needed

A. Content: names of parts of the body (to be introduced here)

B. Linguistic Forms: Was ist das? Das ist ein(e).... Wieviele...?

Specific Skills Addressed: Listening, speaking, reading, writing

Suggested Time Frame: 20 minutes

Materials Needed

Labels for parts of the body (large enough for students to see from their seats), laminated if possible; color coordination (blue for masculine; pink for feminine; green for neuter) is suggested; handouts of a drawing of a person (provided in the Illustrations Packet)

Procedures

1. Ask for a student volunteer to come to the front of the room to be the model to whom labels will be attached. If you have no volunteer or do not feel comfortable involving a student, use an overhead transparency or a drawing on the chalkboard.
2. With a pointer, indicate the various parts of the body, giving the word several times or identifying the body part by a sentence. Involve the students as you proceed by frequently reviewing, asking, "Was ist das?" Also, ask "Wieviele Augen hat er?" (for example). The point of these questions is for students to repeat the new vocabulary as much as possible.

3. When all parts of the body have been identified, take the prepared labels one at a time and, after demonstrating with the first one, ask various students to tape the label on the model or on the visual. When the model is completely covered with labels, distribute a handout of a drawing of a person and instruct students to copy the labels onto their handout for all the parts of the body, including the gender marker. (The model will have to copy a classmate's handout later.)

4. Have various students remove a label from the model as another classmate calls out a part of the body.

Evaluation Methods

Using the de-labeled model, point to the various parts of the body and have the class orally identify each item. This is the only evaluation necessary at this point, since this is only an introductory activity. More practice and usage is necessary before formal evaluation takes place.

Springboard Activities

1. Use the same idea of labels for parts of the face. Instead of using a live model to teach the parts of the face (many of which would be too small to label), make a large drawing on poster board or on the chalkboard for taping of labels.

2. Teach and sing the old camp song "Head, shoulders, knees and toes." Touch each part as the song is sung. With each repetition of the verse, leave out a noun and hum to replace that word, until the entire verse is just humming. Then, for the last verse, sing all words. A possible translation:

Kopf, Arm, Hand, Bein, Knie und Fuss;
Kopf, Arm, Hand, Bein, Knie und Fuss;
Auge, Mund, Nase und Ohr;
Kopf, Arm, Hand, Bein, Knie, und Fuss;

3. Give commands to students to point to various parts of the body as they play, Peter sagt, "..."

Topic:

Time and Time Expressions.1

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective:

Students give time of day with time expressions.

Language Needed

A. Content: time (according to the clock); verbs dealing with daily routine

B. Linguistic Forms: first, second and third person singular and third person plural of verbs dealing with daily routine.

Specific Skills Addressed:

Listening, speaking, reading

Suggested Time Frame:

40 minutes

Materials Needed:

Survey forms included as a handout

Procedures

1. Before class, copy survey forms and check a different category at the top of each form to create basically an equal number of schedules for each of the three categories.
2. Briefly review telling time and ask a few questions concerning the time that certain activities are usually performed.
3. Distribute the schedule sheets and instruct students to form three groups, according to the category checked at the top of their handout. Have students in each of the three groups decide which class members each individual student will survey, writing the names of those students in the space provided on the form. Depending on the class size, each student will interview three to four students, including himself. Be sure that all students in the class are accounted for and will be interviewed.

4. Have students circulate to survey other class members by asking all of the questions on their survey form and filling in the answer of each student interviewed.

5. When the students have finished surveying their assigned classmates, reconvene groups to tabulate the results. Examples (in the language): 10 students sleep until 9 a.m. on weekends; eight students sleep until noon; seven students have dinner at 7 p.m.; 13 students are in bed at 11 p.m.

6. Let volunteers from each group present oral reports of their findings. This reporting to the class might be more interesting if each group reports findings from the first question, then the second question, etc., until all groups and all questions have been reported orally. Initiate discussion regarding differences in groups' reports.

Example (in the language): Why do people have dinner later during vacation? Do a lot of students or only a few students get up early?

Evaluation Methods

Informal evaluation occurs as you circulate during the survey time and also during oral reporting of results. Written reporting of individual or group results could be collected for a formal written evaluation. For formal oral evaluation, require each group member to make a statement in front of the class or ask each student a specific question about the results collected.

Springboard Activities

1. Make statements regarding the time that students do a particular activity mentioned on the survey (or any other activities that may be substituted), and have the rest of the class guess whether this statement is true for the school week, the weekend or vacation time. Or have a student make the statement based on the survey.

2. Adapt the survey to a variety of situations by changing the questions and the time periods. For example, design surveys for different seasons, asking about preferred activities, sports, foods, clothing or vacation spots.

Sample Handout A

_____ ...Montag - Freitag
 _____ ...Wochenende
 _____ ...Ferien

Schüler ----->

[illegible]

Um wieviel Uhr stehst du morgens auf?

Um wieviel Uhr isst du Frühstück?

Um wieviel Uhr gehst du zur Schule?

Um wieviel Uhr isst du zu Mittag?

Um wieviel Uhr gehst du ins Bett?

Zusammenfassung:

[illegible]

Sample Handout B

_____ im Winter
 _____ im Frühling / im Herbst
 _____ im Sommer

Schülerinnen ---->

Was tust du in
deiner Freizeit?

Welche Sportarten
hast du gern?

Was isst du gern
oder was trinkst
du gern?

Was trägst du?

Wohin gehst du
gern?

Zusammenfassung

Topic:

Time.2

Quality Core Curriculum Function: Function A

Understands and produces memorized sequences in oral and written form

Activity Objective: Students respond to visual cues and learn to tell time in German.

Language Needed

A. Content: numbers 1-60; selected verbs (on handout sheet, attached)

B. Linguistic Forms: Wieviel Uhr ist es? Wie spät ist es? Es ist.... Um wieviel Uhr...? first person singular of selected verbs (see handout sheet, attached)

Specific Skills Addressed: Listening, speaking, reading

Suggested Time Frame: 25 minutes

Materials Needed

A demonstration clock (cardboard, paper plate or pizza round with movable hands), which can be homemade or purchased from a teachers' supply house or through materials catalogues; handouts and transparency made from handout (attached)

Procedures

1. Using the demonstration clock, review telling time with students. Be sure to use a variety of times and provide for choral, group, and individual responses.
2. Place the transparency on the overhead or distribute the handout and points to appropriate pictures while making statements in the target language about the times the activities usually take place. (Examples: Ich stehe um sechs Uhr auf. Ich fahre um 7 Uhr vierzig in die Schule. Ich gehe.....).
3. Distribute the handout (exactly like the transparency) to students and instruct them to complete the sentence under each picture with the appropriate time based on their personal schedule.

4. When students have completed the handout/worksheet, ask individual students questions to elicit the complete sentence response under various pictures. (Wann stehst du auf? u.s.w.)

5. For more student practice and interaction, place a copy of these questions on the overhead projector or chalkboard and have student pairs practice asking and answering these questions.

Evaluation Methods

Informal evaluation occurs in Step 4, above. For more formal evaluation, (1) ask students the questions without their referring to the pictures or to the handout, (2) point to a picture on the transparency and have Student A ask Student B the appropriate question, thus evaluating both students at one time, or (3) ask questions of individual students and cue a specific time for the student to use in the answer, using the demonstration clock.

Springboard Activities

1. Ask students to write a short paragraph by taking sentences directly from the handout, possibly adding other details that are appropriate to their vocabulary level.

2. Let students recite short narratives of their daily activities and schedule, based on sentences from the handout or in the paragraph suggested above.

3. Add small clock faces (without hands) to each of the pictures on a master ditto, for distribution to students. Then read a narrative, instructing students to draw the hands on each clock according to what they hear. Verify student responses by having them read each sentence in the first person singular or changing each verb form to the second person singular. For further practice, give students an additional copy of the handout and let them work in pairs, with Student A giving oral narrative to Student B, and vice versa. Oral verification could involve practice of third person singular form of the verbs.

Handout (see Illustration Packet)

Um wieviel Uhr...?

1 aufstehen Ich stehe um ____auf.	2 frühstücken Ich frühstücke um ____.	3 sich anziehen Ich ziehe mich um _____ an.
4 in die Schule fahren Ich fahre um ____ in die Schule.	5 nach Hause fahren Ich fahre um ____ nach Hause.	6 Hausaufgaben machen Ich mache um ____ Hausaufgaben.
7 zu Abend essen Ich esse um ____ zu Abend.	8 fernsehen Ich sehe um ____ fern.	9 ins Bett gehen Ich gehe um ____ ins Bett.

Topic:

Vacations. 1

Quality Core Curriculum Function: Function E

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective:

Students learn to use vocabulary concerning vacations.

Language Needed

A. Content: Vacation vocabulary (given in sample dialogues, which may be adapted to fit the vocabulary of students) including am Strand, in den Bergen, bei den Grosseltern, in der Stadt, auf dem Land, im Ausland, in einem Ferienlager, etc.

B. Linguistic Forms: _____n ist nicht erlaubt. (as a lexical item) Wo kann man + infinitive? Darf man + infinitive?

Specific Skills Addressed:

Listening, speaking

Suggested Time Frame:

15 minutes first day
30 minutes final day

Materials Needed

Transparency or handout of student dialogues (samples attached here at the end); vacation props (optional) to be brought in by students

Procedures

1. Provide students with appropriate questions and answers for selected vacation spots (sample mini-dialogues provided) and have them practice through choral, group and individual repetition until students have learned the pronunciation. Limit this repetition to a maximum of 15 minutes per day; use several days, if necessary.

2. Assign student groups of three to five to bring in props for the vacation scenes used in the mini-dialogues, each group providing props for one to two scenes to cover all possibilities. This assignment could be made on the first day of practice (step 1), to be due several days later.

3. Set students' props up at various stations around the room, and have students go from scene to scene, practicing the appropriate mini-dialogue for each scene. Circulate to help students move quickly from scene to scene and to help with any problems in pronunciation.

Evaluation Methods

As a formal or informal evaluation, assign a pair of students to go to a particular scene and perform the mini-dialogue appropriate to that scene. Since students will not know which scenario they must perform until they are called on, they must be proficient in all the dialogues. Since the dialogues use the same basic pattern, they should not be difficult to memorize, yet they will provide practice with structure and vocabulary.

Springboard Activities

1. Let students choose a scene and write short sentences describing that scene and typical vacationers, what they're wearing, what the weather is like, etc.
2. Have students suggest other scenarios or mini-dialogues to practice. Help with ideas when necessary.
3. Suggest various other infinitives to place with <<...ist nicht erlaubt.>> (or have students suggest them) and then have class members identify the probable site for that restriction.

(Example: <<Essen ist _____ nicht erlaubt>> --<<in der Deutschklasse>>

Small poster-sized signs could be made by students for appropriate restrictions to be placed around the classroom for reference.

Sample Vacation Dialogues

- Am Strand --Ist Schwimmen hier erlaubt?
 --Nein, es ist gefährlich. Ja, bitte.

 --Wo kann man sich umziehen?
 --Dort drüben, in der Umkleidekabine.
- In den Bergen --Ist schilaufen hier erlaubt?
 --Nein, es ist gefährlich. Ja, bitte.

 --Wo kann man Ski mieten?
 --Dort in dem Geschäft.
- Bei den Grosseltern --Darf man im Park spielen?
 --Nein, es ist gefährlich. Ja, bitte.

 --Wohin mit dem Gepäck?
 --Dorthin ins Schlafzimmer.
- In der Stadt --Darf man die Strasse überqueren?
 --Nein, es ist gefährlich. Ja, bitte.

 --Wo kann man eine Karte kaufen?
 --Da druüben am Kiosk.
- Auf dem Land
spielen? --Darf man mit den kleinen Tieren

 --Nein, es ist gefährlich. Ja, bitte.

 --Wo kann man angeln?
 --Dort in dem kleinen See.
- Im Ausland --Darf man das Wasser trinken?
 --Nein, es ist gefährlich. Ja, bitte.

 --Wo kann man Geld wechseln?
 --Dort in der Bank an der Ecke.
- In einem Ferienlager --Darf man im Wald spazierengehen?
 --Nein, es ist gefährlich. Ja, bitte.

 --Wo kann man hier schlafen?
 --Dort in dem kleinen Zelt.



Topic:

Weather.1

Quality Core Curriculum Function:

Function E

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students respond realistically to basic questions using topical vocabulary about the weather; they may manipulate memorized material to fit various situations.

Language Needed

A. Content: weather expressions; numbers 0-100; geographical expressions (e.g., north of, south of, on the coast, etc.); days of the week, today, tomorrow, recognition of selected activities (See part B on handout.)

B. Linguistic forms: weather expressions; present and future tenses

Specific Skills Addressed: Listening, reading, writing

Suggested Time Frame: 30 minutes

Materials Needed

Weather maps (Handout A, found in Illustrations Packet); activities handouts (B)

Procedures

1. Reviews weather expressions using pictures, props, previously learned weather symbols, etc.

2. Distribute Handout A or place it on a previously prepared overhead transparency and explains to students that these are weather predictions from a newspaper. Handout A may be used as a reading or listening activity. To familiarize students with the maps, ask a few weather-related questions such as

Wie ist das Wetter heute in _____?
Wie ist die Temperatur in _____?

3. Distribute Handout B, which students complete as directed, according to the information found on weather maps from Handout A.

Evaluation Methods

After students complete the activities provided on Handout B, use similar techniques to evaluate students formally. By making slight changes in the information presented, this activity can be used for further practice or for formal evaluation.

Springboard Activities

1. Have student pairs create their own weather maps by drawing symbols on blank maps that you provide or by using cutout symbols to place on blank maps. Ask one student in each pair to give oral weather statements about his or her map, which the other student draws or represents by placing cutout symbols on his or her blank map. Next, ask students to reverse roles and repeat. As a follow-up evaluation, give oral statements about the weather while students draw symbols on a blank map, which may be turned in for a grade.
2. Assign or allow students to select a city or region for which a weather map can be found. Have students then research that city or region and write a plan of a day's activities, based on what there is to do in that place and the weather predicted. Example:

Es regnet in München. Morgen früh verbringe ich drei Stunden im Museum, dann fahre ich mit der Bahn in ein anderes Museum. Da esse ich im Restaurant und dann verbringe ich den Nachmittag da, denn es gibt so viele, interessante Dinge zu sehen.

Note that Handout A is found in the Illustrations Packet.

Handout B (3 pages)

Das Wetter

A. Wie ist die Temperatur?

$$\text{Fahrenheit} = \text{Celsius} \times 9/5 + 32$$

(20 C times 9 = 180; 180/5 = 36 36 + 32 = 68 degrees Fahrenheit)

	Hamburg	Frankfurt	Bonn	Stuttgart
heute	C =	C =	C =	C =
	F =	F =	F =	F =
Donnerstag	C =	C =	C =	C =
	F =	F =	F =	F =

B. RICHTIG oder FALSCH?

- _____ 1. Heute ist es wolkenlos in Süddeutschland.
- _____ 2. Diese Woche ist es kalt in Deutschland.
- _____ 3. Donnerstag gibt es schlechtes Wetter in Hamburg.
- _____ 4. Donnerstag wird es im Westen viel regnen.
- _____ 5. Es wäre gut, heute im Süden schizulaufen.
- _____ 6. Donnerstag brauchst du einen Regenschirm in Bonn.
- _____ 7. Donnerstag machen wir ein Picknick in einem Park in Berlin.
- _____ 8. Heute ist das Wetter in Deutschland gut.

Handout B (continued)

C. Was tut man besser an welchem Tag?

1. Du bist Student an der Universität Hamburg.
_____ Hausaufgaben machen
_____ einen Spaziergang machen
2. Du bist in den Ferien in der Nähe von Bonn.
_____ ein Buch lesen
_____ in den Park gehen
3. Du besuchst deine Grosseltern in Berlin.
_____ eine Vorlesung besuchen
_____ Fussball spielen
4. Du bist mit deinen Eltern in Düsseldorf.
_____ ins Kino gehen
_____ ein Museum besuchen
5. Du besuchst Hamburg mit Freunden.
_____ zum Strand fahren
_____ zu Hause bleiben

Handout B (continued)

D. Antworten Sie dem Wetter zufolge:

1. In welcher Jahreszeit sind wir wahrscheinlich?

2. Wo wohne ich? Heute ist es sonnig. Donnerstag ist das Wetter sehr schlecht, und die Temperatur ist 17 Grad. Wo wohne ich?

3. An welchem Tag regnet es in Bonn? _____

4. Schreibe die Wetterzeichen ab und bilde einen Satz dazu:

--

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--

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Topic:

Weather.2

Quality Core Curriculum Function: Function A

Understands and produces memorized sequences in oral and written form

Activity Objective

Students respond to basic questions about weather and respond to cues for weather.

Language Needed

A. Content: basic and supplemented weather vocabulary (authentic weather vocabulary included below); clothing vocabulary

B. Linguistic Forms: present tense verbs for weather

Specific Skills Addressed: Listening, speaking, reading

Suggested Time Frame: 30 minutes

Materials Needed

Transparency of weather vocabulary and symbols (provided in Illustrations Packet); cutouts of weather symbols; map; student activity handout (provided)

Procedures

1. Gives a simple weather report, using familiar and new vocabulary, making sure, by extensive use of props, visuals and dramatizations, that students understand the vocabulary.
2. Reinforce new vocabulary words and expressions and relate them to the weather symbols, referring to the transparency made from the illustration. For efficient student learning, help students associate new words with known vocabulary, as illustrated below.

sonnig	-	die Sonne
wolkig	-	die Wolke

3. Have students repeat new words with correct pronunciation, first while looking at the words on the transparency and then when referring only to the weather symbol.

4. With the transparency in view for possible referral, make a weather statement and have a volunteer student select the cutout symbol and place it on the map. Repeat several times to practice all symbols, perhaps letting students read the statements as well.

5. After reminding students to read for key words, distribute the student activity handout. With the transparency still in view, ask students to read and draw the appropriate weather symbols in the space provided next to each forecast.

Evaluation Methods

Student pairs can compare their responses and ask for teacher explanation, if necessary. For more formal evaluation, read the responses (in random order) or similar short forecasts and have students draw the appropriate symbol for each. Allow students to refer to the weather symbol transparency but not the student activity handout.

Transparency (symbols and vocabulary)

See original in the Illustrations Packet.

sunny	sonnig, wolkenlos
mostly clear	heiter; halb bedeckt
not too cloudy	nicht zu wolkig
cloudy	wolkig
very cloudy	bedeckt
snow	Schnee
showers	Schauer
storms	Gewitter
mists, haze	Nebel
rain	Regen
ice	Eis

Student Handout

Der Wetterbericht

Read the weather report and draw the appropriate weather symbol.

1. _____ Heute Regen im ganzen Deutschland. Ziehen Sie sich den Regenmantel an, und vergessen Sie den Regenschirm nicht!
2. _____ Der Sommer ist sicherlich hier! Sonnig mit grosser Hitze! Gehen Sie an den See!
3. _____ Kälte und Schnee in Norddeutschland. Ziehen Sie sich einen sehr warmen Mantel, Handschuhe und eine Wollmütze an!
4. _____ Gewitter heute! Die sind sehr gefährlich, wenn Sie draussen sind. Bleiben Sie zu Hause.
5. _____ Heute Morgen ist es sehr wolzig. Heute Nachmittag wird's wohl regnen.
6. _____ Morgens neblig im Süden. Fahren Sie vorsichtig!
7. _____ Tiefe Temperaturen heute Abend. Wahrscheinlich werden die Strassen glatt. Fahren Sie sehr vorsichtig!
8. _____ Das Wetter wird fürs Wochenende besser. Heute Nachmittag heiter! Machen Sie einen schönen Spaziergang!
9. _____ Die Wettervorhersage für morgen: Wolken und ein bisschen Sonnenschein über ganz Deutschland.
10. _____ Die Deutschen holen heute ihren Regenschirm raus! Starker Regen den ganzen Tag!

Why Learn German in Georgia?

A Guide for Administrators and Counselors

Why Learn German in Georgia?

Bridge the Gap!

Many administrators want to share professional achievements, ideas and frustrations accompanying school leadership with their overseas counterparts.

German educators share the same goals, and to this end, the German government has created a new cost-free program for American administrators that will allow professional visitations to German public schools on a continuing basis.

Because of the renewed interest in foreign language study and the importance of German as a language of international business, high-tech advances, finance, etc., the German government is providing valuable aid to German teachers and to schools with German programs. The attached material contains some interesting and surprising facts that will explain why students should be encouraged to study German.

We will touch upon issues of

- * trade and business,
- * Americans in Germany,
- * German heritage,
- * German for travel and international understanding,
- * exchange and partnership programs,
- * teacher education and teaching resources, and
- * curriculum and testing.

Your support of a strong German program is a valuable asset for your school and the entire community.

Americans in Germany

Living, working and studying overseas has become an American tradition in the 20th century.

Since 1945, more Americans have lived and worked in West Germany than in any other country in the world. Three generations of U.S. soldiers and their families have been stationed there along with thousands of dependents and civilian personnel.

The diplomatic contingent of the U.S. in West Germany and West Berlin is one of the largest maintained abroad.

Presently, approximately 700,000 U.S. citizens live in Germany. This is equivalent to the population of Seattle, Washington.

Trade-Business

"The language of international business is not English, nor any other particular language, but always the language of your customer!"

Presently there is a sizable economic boom in the United States. International trade missions attract new businesses from overseas. Germany can play an important role in improving the economic climate of Georgia.

Germany is America's largest trading partner in Europe and its third-largest partner in the world. More than 1,100 companies of German-speaking countries have subsidiaries in the U.S., and more than 750 U.S. companies do business in Germany. Direct investment by Germany in the U.S. is over \$10 billion, with an equal sum invested by the U.S. in West Germany.

Georgia is strong in trading with Germany.

- * IBM has an important place in the German computer market.
- * Coca-Cola supplies Germany with its products.
- * Georgia Pacific exports lumber products.

There are more trade shows in Germany than anywhere in the world. Trade shows are an excellent way to sell and advertise a product.

Heritage

There is a renewed interest in the heritage of the American family, prompting many parents to encourage their children to learn the language of their forefathers.

In the 1980 census, more than one quarter of the Americans responding claimed German ancestry, making this group more populous than any other.

Occupying all levels of American society, immigrants of German ancestry have changed the nature of our social and intellectual life. They include Nobel Prize winner Albert Einstein, architect Walter Gropius, composers Arnold Schönberg and Kurt Weill, and rocket scientist Wernher von Braun.

German for Travel-German for Business German for International Understanding

The study of the German language creates special opportunities for travel, business, and in bridging the East-West political gap.

German as a native language is spoken by 120 million people in seven European countries: Germany, Austria, Switzerland, Luxembourg, Liechtenstein, Northern Italy and Alsace, France.

In the Soviet Union, 9.5 million students study German, and there are about 75,000 German teachers.

If you travel to Japan and you cannot communicate well using English, try German: 68 percent of Japanese students learn German.

In countries where Americans most often do not know the native language (e.g., Yugoslavia, Turkey, Greece and Portugal), knowledge of German can be helpful. Guest workers who have returned home to these countries from Germany are a good resource because one can communicate with them in their second language, German.

Thus, German, apart from English, is the only language that is widely spoken and understood within Eastern and Western Europe, serving as a language bridge between systems of the West and the East.

Americans choose Germany as their second-favorite European tourist destination after Great Britain.

With 13 ports of entry, Lufthansa German Airlines has more than 100 flights a week across the Atlantic, linking Georgia directly with Germany.

Teacher Education

In-Service Teacher Education and Staff Development

German teachers can draw upon a number of support programs that aim at fostering professional growth and staff development.

German Language Consultant

Since 1987, a German Language Consultant for Georgia has been operating out of the Office of General Instruction, Georgia Department of Education, Atlanta, Georgia. This program will be continued.

The consultant has organized regional workshops for German teachers.

Administrators can access this program any time they wish.

Summer Courses

Special summer courses for continuing education for German teachers include

- * The German Summer School at Unicoi,
- * Teacher training courses in Germany organized by the Goethe-Institut, and
- * German classes at the Goethe-Institut at various levels for adults.

German Assistant Teacher

The Federal Republic has a language assistant program that Georgia could access.

RESOURCE MATERIALS

Printed and audio-visual support materials are always accessible to German teachers and administrators through

- * the office of the German Language Consultant,
- * the Goethe-Institut in Atlanta,
- * the Consulate General of the Federal Republic of Germany in Atlanta
- * The American Association of Teachers of German (AATG) - Washington Chapter (support materials and regular seminars for professional growth), and
- * the American Association of Teachers of German (AATG) - Georgia Chapter.

Professional Network

A strong professional network of German teachers has developed in Georgia to:

- * share experiences,
- * support individual teachers,
- * distribute information, and
- * promote balanced foreign language programs

Exchange and Partnership Programs

Communities in Georgia have been enriched by the contacts established with schools and families in Germany.

Programs have brought together students, athletes and business people and have created bonds and increased understanding.

There are German communities in Georgia that have established strong sister cities; organizations with a city in West Germany; e.g., Marietta - Linz (Rhine).

Most American universities are also affiliated with universities in Germany, and students of many faculties can participate in exchange programs.

Nearly 4,000 young Americans and their 280 teachers participated in the German-American Partnership Program in 1987 alone. Nearly 5,000 Germans and 250 teachers reciprocated. The number of partner schools has grown to 500.

Based upon local school policy, American high school students may receive credit for their extended academic exchanges to Germany.

Sports exchanges (especially soccer) provide an enriched experience for student athletics. Students can get even more out of the experience if they learn German.

Balanced Curriculum

A strong foreign language program is an integral part of a balanced curriculum for the school of the 21st century.

New methods in teaching German that emphasize rapid acquisition and effective use of the language appeal to students with a wide range of abilities.

The entire student population will benefit from the contacts established through student and teacher exchanges with West Germany.

Testing

Students with strong language training are better prepared to win merit scholarships and admission to college. Students of German have additional opportunities to gain recognition through participation in the national German test, essay contests and exchange programs.

Thomas C. Cooper of the University of Georgia recently studied 1,778 high school students. Of his sample, 1,333 had taken at least one year of a foreign language; all had taken the Scholastic Aptitude Test (SAT) and, in the seventh grade, the California Achievement Test, which gave a measure of their pre-high school verbal ability. The study showed clearly that (1) students who take a language in high school achieved significantly higher test scores than those who did not, (2) the longer students had studied a foreign language, the higher their test scores and (3) students of German achieved the highest scores on the SAT-verbal; followed by French and Latin, and Spanish. Cooper's results (1) and (2) confirmed conclusions reached by P.A. Eddy in a 1981 study of 492 students and strengthened them not only because of the much larger sample, but because Cooper, unlike Eddy, had a statistically significant control group of students who had not taken a foreign language. Eddy's study had also shown that studying two foreign languages had no effect except in terms of length of total study.

Cooper, T. C. Foreign language study and SAT-verbal scores. Modern Language Journal 71 (Winter, 1987), 381-87

Student Opinion

Students show excitement and enthusiasm. They take pride in their accomplishments and their contributions.

"I chose German because I wanted a challenge. It turned out that German came very easy for me and I did very well in high school."

"My academic goals include a degree in international business. My personal goals include living abroad. Taking German now is a means to achieving my goals."

"Right now I'm studying a double major of international business and marketing. I selected German as my language because of the strong industrial trading Germany does with the U.S. and other countries."

"I take German because it has a very scientific basis and I plan to be a pediatrician. It opens my horizons and broadens my mind. I really enjoy German; it is a language that takes a lot of thinking, and I think it will help me in the future in business and with my career."

Why Learn German in Georgia?

A Guide for Parents

115

123

Why Learn German in Georgia?

Did you know your child could

- * win scholarships for study and travel?
- * participate in inexpensive exchanges (music, sports, business)?
- * study at a German university at costs comparable to American universities?

German is

- * Alive
 - * Practical
 - * Useful
 - * and Fun!

Knowledge of German is important, and even essential, in such areas as international business, travel and tourism, banking, journalism, engineering, the military, chemistry, political science, art, history, music, theology, literature, library work and achievement test scores.

Learning German is Easier Than You Think

German		English?
Winter	Sommer	Musik
Hand	Finger	Arm
Kindergarten	Lippe	Schule
Information	Ring	Politik
Butter	Telefon	kalt
Glas	Rucksack	Land
Garten	hart	laut
Maus	Haus	Milch
Eis	warm	Kaffee

German is for all Students -- Your Child Too!

"It is impossible -- unless you go in for tortuous circumlocution -- to write a modern English sentence without using at least some Anglo-Saxon words. Computer analysis of the language has shown that the one hundred most common words in English are all of Anglo-Saxon origin", * meaning that they are based upon the same language from which German is derived. English and German are related languages; they belong to the same Germanic linguistic family.

*McCrum, Cran, MacNeil, The Story of English (national bestseller and PBS television series)

German in School

- * German meets university and college foreign language requirements.
- * German teaches about German culture from Benz (Mercedes) to Boris Becker.
- * German helps students achieve higher test scores.

Thomas C. Cooper recently studied 1,778 high school students. Of his sample, 1,333 had taken at least one year of a foreign language; all had taken the Scholastic Aptitude Test (SAT) and, in the seventh grade, the California Achievement Test, which gave a measure of their pre-high school verbal ability. The study showed clearly that (1) students who took a language in high school achieved significantly higher test scores than those who did not, (2) the longer students had studied a foreign language, the higher their test scores and (3) students of German achieved the highest scores on the SAT-verbal, followed by French and Latin, and Spanish.

(Cooper, T.C. Foreign language study and SAT-verbal scores. Modern Language Journal 71, Winter 1987, 381-387)

- * Learning German helps students know their own language.

German for Careers

- * The language of international business is not English but the language of your customer!

- * Recent interviews of 50 high-tech companies in the Boston area found that 32 named German as the foreign language they would prefer job applicants to know.
- * BASF, BMW, Bosch, Hoechst, Leitz, Nixdorf, Siemens and Thyssen are just some of the companies in the Southeast with strong German ties.
- * Germany is America's largest trading partner in Europe and its third largest partner in the world. More than 1,100 companies of German-speaking countries have subsidiaries in the U.S.A., more than 170 in Georgia, and more than 750 U.S. companies do business in Germany. Direct investment by Germany in the U.S. is over \$10 billion, with an equal sum invested by the U.S. in Germany.
- * More Germans per capita travel than any other nation on earth. Your chances of meeting German people in the Southeast are high if you work in the travel and tourism industry.
- * German is an international language in such areas as technology, chemistry, medicine, music, films, philosophy and art. One out of 10 books published in the world is written in German.
- * Since 1945, more Americans have lived and worked in Germany than in any other country in the world. Three generations of U.S. soldiers and their families have been stationed there along with thousands of dependents and civilian personnel.

German for Enrichment and Fun

- * Effective and innovative learning activities (Oktoberfest, German language camps and student conventions, medieval city, bike trips in Europe, local field trips, German clubs, slide shows, native guest speakers, etc.) make the study of German meaningful for the student.
- * Finding out about family heritage: In the 1980 census, more than one quarter of the Americans responding claimed German ancestry, making this group more populous than any other.
- * The German government has set aside considerable funds to support German cultural and language studies (films, magazines, homestay programs, trips to Berlin).

- * The German government also provides scholarships for study in Germany from high school students to postgraduate research workers.
- * Students' experiences in class can also enrich family life (cooking, pen pals, travel).
- * A knowledge of German is the key to German-speaking countries (Germany, Austria, Switzerland), and it serves as a language bridge to Eastern Europe and the Mediterranean countries. Many people all over Europe know or study German; 68 percent of Japanese students learn German.
- * For more information, contact the German teacher at your child's school.

Why Learn German in Georgia?

A Guide for Students

Why Learn German in Georgia?

Bridge Cross Many Boundaries. . .
German Can Be That Bridge For You!

* Did you ever think that listening to Nina Hagen or Kraftwerk, watching tennis matches played by Boris Becker or Steffi Graf, or watching the movie "Das Boot" has anything to do with learning a challenging foreign language like German?

* Did you know that President John F. Kennedy said, "Ich bin ein Berliner" to the shouts of cheering crowds?

* Do you have a relative who came from a German-speaking country?

* Do you have a friend stationed in Germany?

* Would you like a German pen pal?

• If you can answer "YES" to any of these questions, you've already taken the first step toward understanding German. Now how about learning the language?

You can begin by taking German here at our school, or maybe, if you're lucky (or work hard), you can even apply for an exchange program and study in Germany!

All things being equal, none of the modern languages is "easier" or "harder" to learn. Each has its own tough and easy moments. It boils down to which language you want to learn.

Perhaps you do not realize you already know many German words such as:

winter	- Winter	summer	- Sommer
hand	- Hand	finger	- Finger
hair	- Haar	arm	- Arm
lip	- Lippe	father	- Vater
brother	- Bruder	angel	- Engel
ring	- Ring	bed	- Bett
mouse	- Maus	house	- Haus
garden	- Garten	land	- Land
music	- Musik	god	- Gott
hard	- hart	loud	- laut
warm	- warm	cold	- kalt
glass	- Glas	water	- Wasser
ice	- Eis	coffee	- Kaffee
milk	- Milch	tea	- Tee

It is almost impossible to write a modern English sentence without using a few Anglo-Saxon words. Computer analysis of the language has shown that the 100 most common words in English are all of Anglo-Saxon origin" * meaning that they are based upon the same language from which German is derived. English and German are related languages; they belong to the same Germanic linguistic family.

*McCrum, Cran, MacNeil, The Story of English (national bestseller and PBS television series)

Did you also know that one out of every 10 books published in the world is published in German?

More Good Reasons For Choosing German

- * Many high school exchange programs make it possible to go to Germany, such as: GAPP, NACEL, Congress-Bundestag Program, AATG, American Heritage and many more. (Ask your German teacher.)
- * Tuition-free university study in Germany is possible for those who have the prerequisites.
- * Student conventions and camps are available in many parts of the state.
- * Many American universities have partnerships with German universities. Credits can be transferred easily.
- * There are tremendous opportunities for scholarships. (write to the Goethe-Institut.)
- * German teachers have many opportunities for continued professional development. They are well-trained because Germany has a tradition of supporting and encouraging teachers.
- * Your future may be tied to your SAT score: Thomas C. Cooper recently studied 1,778 high school students in a southeastern city with 31,000 high school students. Of his sample, 1,333 had taken at least one year of a foreign language; all had taken the Scholastic Aptitude Test (SAT) and, in the seventh grade, the California Achievement Test, which gave a measure of their pre-high school verbal ability. The study showed clearly that:
(1) students who took a language in high school achieved significantly higher test scores than those who did not;
(2) the longer students had studied a foreign language, the higher their test scores and (3) students of German achieved the highest scores on the SAT-verbal.

(Cooper, T.C. Foreign language study and SAT-verbal scores. Modern Language Journal 71, Winter 1987, 381-387)

How Can You Use The Language?

You can travel to many countries in Europe and communicate in German, because 120 million people speak German as their native language. In addition to Austria, Switzerland, the Federal Republic of Germany, Luxembourg, Liechtenstein and Northern Italy, German is also spoken widely in most of eastern Europe. In fact, 9.5 million students learn German as a foreign language in the USSR, where there are 75,000 German teachers.

Many American cities maintain contacts with German cities -- for example, you can get involved with a partnership program!

This is not just a pipe dream. Young people get reduced travel rates, especially on German railways, and can use the wide network of youth hostels.

But traveling doesn't have to be your first step. Not only can you meet German exchange students in your school, but also many German immigrants who live in your community.

Do you know any German bakery, deli or car shop?

More Germans per capita travel than any other nationals on earth. Your chances of meeting German people in Georgia are high.

In the 1980 census, more than one quarter of the Americans responding claimed German ancestry, making this group larger than any other ethnic group in the U.S.A. One quarter amounts to 60 million people, which compares to the population of what was West Germany. Are you one of them?

Wouldn't you like to find your roots in Germany? But you don't have to be of German ancestry to appreciate German. Immigrants of German ancestry have left their mark on all levels of our society and intellectual life. They include Nobel Prize winner Albert Einstein, architect Walter Gropius, composers Walter Schöenberg, Kurt Weill and rocket scientist Wernher von Braun, as well as General von Steuben, who led the American Army for George Washington.

On the other hand, just think:

Since 1945 more Americans have lived and worked in Germany than in any other country in the world. Three generations of U.S. soldiers and their families have been stationed there along with thousands of dependents and civilian personnel. Large American companies, such as IBM, maintain important branches in Germany and employ Americans and Germans alike.

Ask yourself: How could you use German for your career goals?

One student wrote

"Right now I'm studying a double major of international business and marketing. I selected German as my language because of the strong industrial trading Germany does with the U.S. and other countries. I also hope to attend school in the German-speaking part of Switzerland for a semester."

The language of international business is not English, nor any other particular language, but always the language of your customer!

Germany is the third-largest trading partner of the United States and its most important ally in western Europe.

More than 1,100 companies of German-speaking countries have subsidiaries in the U.S.A. and more than 750 U.S. companies do business in Germany. Direct investment by Germany in the U.S. is over \$10 billion with an equal sum invested by the U.S. in Germany.

Recent interviews of 50 high-tech companies in a major American city showed that 32 named German as the foreign language they would prefer job applicants to know.

Theme
Für Den
Deutschunterricht

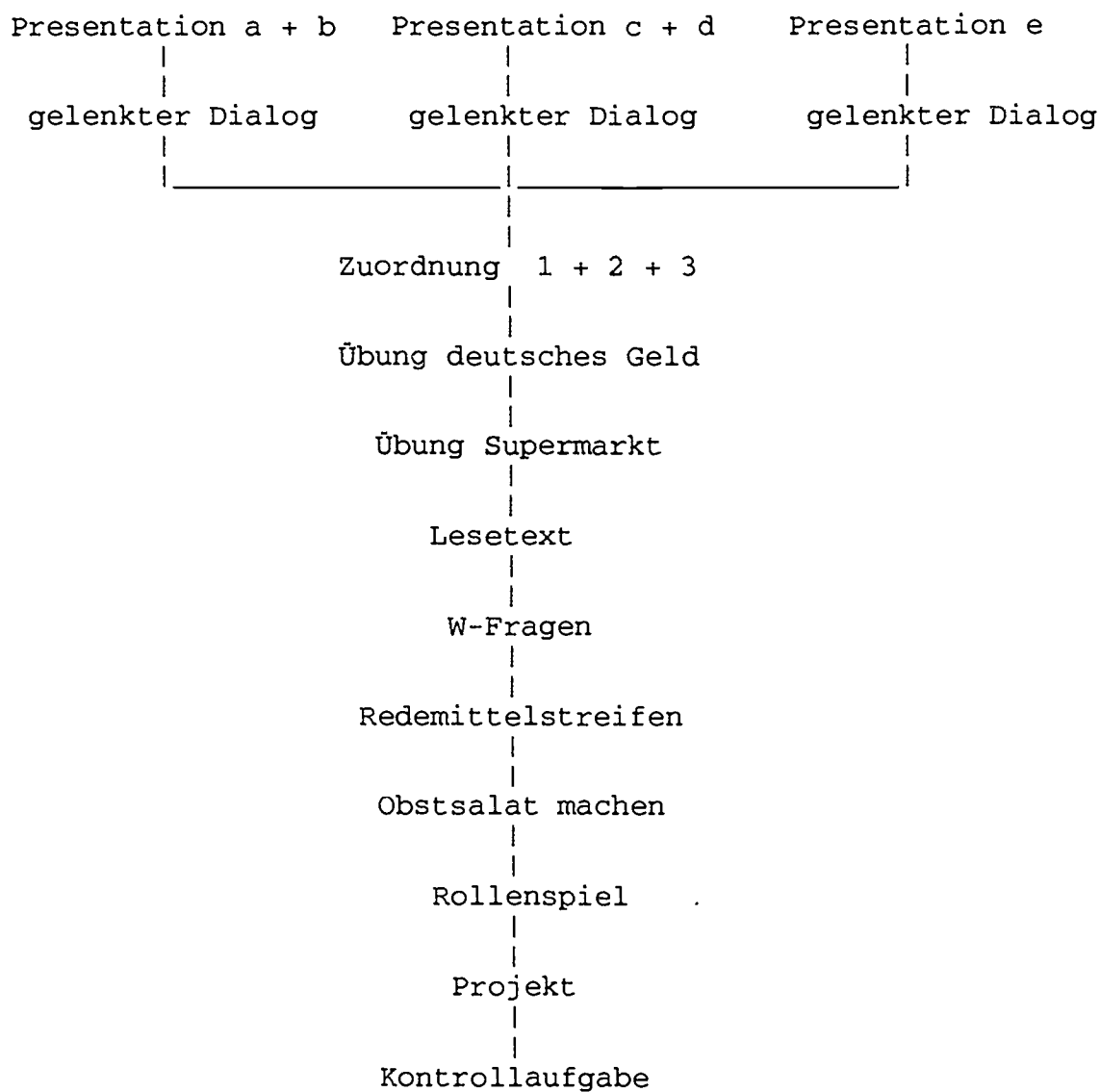
Einkaufen

Level I

Teaching Objectives (Lernziele)

At the end of the unit, learners can do the following.

1. Students can buy food, clothes and things they use in their spare time.
2. Students can ask for things they want to buy and understand responses they will encounter.
3. Students can find their way in department stores.
4. Students can talk about their likes, dislikes and preferences to their fellow students.
5. Students can master the described situations within a given range of vocabulary and structures.
6. Students can compare shopping customs in German-speaking countries with those of their own social environment.
7. Students can understand listening and reading texts on the consumer behavior of German-speaking teenagers.
8. Students can understand and react in English toward criticism of consumer society.



Presentation: a

(Für die Lehrerin, für den Lehrer)

Aufgabe: Ein Kaufgespräch führen)
nach der Grösse, der Farbe, dem Muster und dem
Stoff
fragen

Wo: Im Jeans-Shop

<u>Wörter:</u>	die Jeans	die Grösse	die Wolle
	das T-Shirt	die Farbe	die Baumwolle
	der Pullover	das Muster	Kunststoff
		der Stoff	
		der Preis	
	schwarz	einfarbig	kosten
	gelb	bunt	darf
	rosa	gestreift	
	welcher, e, s		

Einige Wörter können vorher in der Klasse eingeführt werden.

Sicher gibt es 'einfarbige, bunte, gestreifte' Hemden oder
Röcke in der Klasse.

Ein anderes Mittel sind grosse Flashcards, entweder selbst
angefertigt oder gekauft.

Presentation: b

Overheadprojektor

Ein Kaufgespräch führen

Was ?	Jeans	T-Shirt	Pullover
Grösse ?	34	36	38
Farbe ?	schwarz	gelb	rosa
Muster ?	einfarbig	bunt	gestreift
Stoff ?	Wolle	Baumwolle	Kunststoff
Preis ?	15	20	25

Presentation: c

Aufgabe: Fragen, was man aus dem Supermarkt braucht

Wo: Im Supermarkt

<u>Wörter:</u>	die Backwaren	das Fleisch
	die Süßwaren	die Wurst
	die Spirituosen	das Obst
	die Schreibwaren	das Gemüse
	die Milchprodukte	
	die Getränke	
	brauchen	die Kasse
		was

Presentation: d

Aufgabe: Fragen, was man aus den einzelnen Abteilungen kauft

Wörter:

der	die	das	die
Käse	Yoghurt	Schweinefleisch	Bonbons
Kuchen	Butter	Rindfleisch	Pralinen
Wein	Salami	Brot	Fritten
Likör	Leber	Brötchen	Erbsen
Filzstift	Bratwurst	Bier	Hefte
Kuli	Mettwurst	Eis	Äpfel
Orangensaft	Schokolade	Hähnchen	Zitronen
Apfelsaft	Coca-Cola		Orangen
Salat			Kartoffeln
			Tomaten
ich kaufe	100 Gramm	eine Flasche	ein Liter
ich möchte	1 Pfund	eine Tüte	
ich brauche	1 Kilo	eine Dose	
Was kaufst du?			
Was möchtest du?			
Was brauchst du?	(auch mit Sie)		

Die Folie zu d passt auf die Folie zu c.

Match the boxes! (Ordne zu!)

Hefte
Kuli

Backwaren

Salami

Süsswaren

Fritten
Hähnchen

Tiefkühlkost

Brot
Kuchen

Getränke

Schokolade
Bonbons

Schreibwaren

Orangensaft
Coca-Cola

Wurst

Schulsachen

Aufgabe: Fragen, welche Schulsachen man einpackt

Wörter:

der Füller	das Lesebuch	die Schultasche
der Schulranzen	das Radiergummi	
der Kuli	das Ringheft	
der Anspitzer	das Schreibetui	
der Bleistift	das Lineal	
	das Wörterbuch	

Modelle:

- a. Packst du ein Ringheft in deine Schultasche?
- oder b. Hast du ein Wörterbuch?
- oder c. Was packst du in deinen Schulranzen?

Im Supermarkt

Aufgabe: Schüler(innen) sind Kassierer(innen)

Kunde: Was kostet das?

Kassierer: Das kostet Dollar.

Was ist das in DM?

Benutzt den Umrechnungskurs aus der Tageszeitung.

Schreibt in die Bundesrepublik und fragt nach ganz bestimmten Sachen.

Deutsches Geld

10 Mark = 5 Mark + 2 Mark + 1 Mark + _____ ?

20 Mark = 10 Mark + _____ ?

= 5 Mark + _____ ?

= 2 Mark + _____ ?

50 Mark = 20 Mark + _____ ?

= 10 Mark + _____ ?

= 5 Mark + _____ ?

100 Mark =

Lesetext

Frau Müller kauft ein.

Frau Müller geht einkaufen. Sie geht in einen Supermarkt.

Zuerst kauft sie Brot.

In Deutschland gibt es viele Brotsorten, z. Beispiel, Weissbrot,

Schwarzbrot, Graubrot und Pumpernickel. Im Supermarkt kann man auch

- 5 Hähnchen kaufen. Sie wiegen ungefähr 1000 Gramm und kosten 9.60 DM das Stück. Ist das teurer? Hier kann man auch Wurst kaufen. Es gibt viele Wurstsorten, z.B., Leberwurst, Bierwurst, Salami, Schinkenwurst und Teewurst.

Hier kann man natürlich auch Obst kaufen. Die Weintrauben sind aus

- 10 Italien. Sie kosten 1.20 DM das Kilogramm. Ist das teuer?

Hier ist Kaffee. Das kleine Glas kostet 4.40 DM. Ist das teurer oder billiger in deinem Land?

Dann gibt es Ajax, Pril, Omo und Dash.

Dash wäscht superweiss - weisser geht's nicht.

- 15 Frau Müller kauft jetzt Gemüse und Obst. Sie kann es selbst wiegen. Dann kauft sie noch ein Stück Fleisch. An der Kasse muss Frau Müller alles bezahlen.

Redemittelstreifen zum Einkaufen

Haben Sie Jeans da? Ich möchte Weintrauben, bitte.

Das T-Shirt steht dir gut.

Das macht 10.50 Dollar. Der Pullover passt nicht.

Was kostet das Radiergummi?

Ein Stück Apfelkuchen bitte. Ich möchte 5 Kilo Kartoffeln.

Die Jeans gefällt mir.

Ein rotes Sweat-Shirt? Nein, danke.

Der Apfelsaft ist Klasse.

Wo hörst du diese Sätze:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

Rollenspiele und Simulationen

Einkaufssituationen: im Supermarkt
 im Jeans-Shop

Lehrerin oder Schülerinnen bringen Gegenstände mit,
vielleicht sogar mit deutscher Aufschrift. Das kann zu
einem deutschen Mittagessen führen, entweder kalt oder - in
Zusammenarbeit mit der Hauswirtschaftsabteilung - warm.

Projekt:

Die Schülerinnen und Schüler fertigen in der Klasse eine
Einkaufsliste an.

Wer kauft am billigsten ein?

(Fächerübergreifende Rolle des Sprachunterrichts: hier u.U.
mit Social Studies oder Commerce oder Home Economics.)

RESOURCE GUIDE - GERMAN I

SELECTED BIBLIOGRAPHY

The following bibliography was taken from the ACTFL Selected Listing of Instructional Materials for Elementary and Secondary School Programs, developed by the American Council on the Teaching of Foreign Languages under a grant from the U.S. Department of Education. The descriptions of certain materials represent the opinions of the volunteers selected by ACTFL to review the materials.

AUDIO CASSETTE

EINE KLEINE DEUTSCHMUSIK - Learning German Through Familiar
Tunes The SingLingual Method

Uwe Kind

Langenscheidt Publishers, Inc., 1983

This listening material has a functional-notational orientation involving a number of familiar songs. Ancillary material includes a songbook. Texts illustrate basic German vocabulary and structures. Students can easily memorize phrases in an enjoyable manner. A good supplement to any text.

COMPUTER SOFTWARE

BILDERBUCH

Theo Scherling, illustrator

Langenscheidt Publishers Inc.

This disk from the Goethe Institute features a race against the clock. Students attempt to identify a pictured item before the computer completes the drawing. Different levels of difficulty require increased information, e.g., articles, plural forms, etc.

CORRECT BEHAVIOR THE GERMAN WAY

Langenscheidt Publishers Inc.

Two disks

Available in an English or German version.

Twenty-eight social blunders that can be avoided are presented to the user in a cultural assimilator format. Sound effects, graphics and music, including German songs, are included.

HANSI

Langenscheidt Publishers Inc.

A game featuring verb-preposition combinations.

Students must decide which preposition follows the verb. "Hansi" is a bird guided by the player to land on the correct "nut" and carry it to his nest in the tree. Wrong directions cause "Hansi" to lose the nut, collide with a tree or meet with other problems.

LET'S PRACTICE GERMAN

Robert A. Quinn and W. Frank McArthur

EMC Publishing, 1985

Program guide, three floppy disks

This three-disk series provides an exciting supplement through a variety of simulations, tutorials and drill-and-practice exercises. Disk One drills familiar words, cognates, false cognates, prefixes and suffixes on the topics of school, food, the house, the family, the body, clothing, colors and expressions of time. Travel, numbers, time, weather, proverbs, school terms and more are drilled on Disks two and three.

POKER PARAT

Gessler Publishing, 1984

A culture game based on poker that challenges students to answer questions from 14 different topical categories, including vocabulary, grammar and the history of German-speaking countries. Its contextualization and meaningfulness motivates students. Good visual presentations, a variety of topics (though superficial) and a good feedback system recommend its use primarily in high school.

REISE DURCH DEUTSCHLAND

Langenscheidt Publishers Inc.

A cultural adventure game with several surprises.

Students play against each other, accumulating points as they correctly answer questions on German culture and language stemming from a simulated trip to Germany.

TAG UND NACHT: Ein Spiel mit Wortpaaren
Langenscheidt Publishers Inc.

An exciting game developing antonym and synonym recognition. Players are chased by monsters until they attempt to uncover all the "word cards." The winner is the player who recognizes and collects the most word pairs during the game.

WORTERRENNEN MIT SYSTEM
Langenscheidt Publishers Inc.

Pits students against each other as they attempt to fill in a chart with nouns from a randomly generated category (e.g., Pflanzen, Tiere, Berufe). The chart features columns for four, five, six and seven letter words. Appropriate nouns gain one point; those of the specified word length earn a special bonus.

GAMES/SIMULATIONS

FREUNDE (DEUTSCH IN COMICS)
Monatszeitschrift
Midwest European Publications

Authentic, accurate material. Contains picture dictionary pages rather than a glossary. Colorful, up-to-date, enjoyable cartoons and readings. Designed for ninth- and tenth-grade learners.

KINDER (DEUTSCH IN COMICS)
Monatszeitschrift
Midwest European Publications

Authentic comics containing simple language with many pictures, cartoons, puzzles, illustrated glossary items, centerfold with a theme. Direct methodology utilized. Meaningful, contextualized, motivational. Suited for elementary and junior high school students, especially for vocabulary enrichment.

LANGUAGE VISUALS - A Teacher's Guide for English, Spanish,
German, French and Italian
National Textbook Company, 1979

60 cards, carrying case, teacher's manual

Large, cardboard visuals with manual that suggests pedagogical activities for each, ranging from basic vocabulary questions to individualized ones. Most visuals are in color. For any audience.

READERS

DAS RATSEL VOM WALDSEE

Rita M. Walbruck

EMC Publishing, 1984.

40 pages.

This reader provides a pleasant review of vocabulary and structures and is appropriate for ninth- and tenth-grade students.

GANSEBRATEN UND ANDERE GESCHICHTEN

Jo Hanns Rosler

EMC Publishing

Students are able to read a story and understand its irony. The material is useful as early as the ninth grade as a stimulus for class discussion and writing.

LOTTE SOLL NICHT STERBEN

Siegfried Lenz

EMC Publishing

This novel by a recognized German author uses a limited vocabulary of approximately 600 words. It is ideal for beginning students (ninth grade and up) who will feel a sense of accomplishment when they can read this story from beginning to end.

LUSTIGE GESCHICHTEN

Harry A. Walbruck and Astrid Henschel

National Textbook Company

Good supplementary materials; useful at the ninth and 10th grade.

VIDEOCASSETTES

THE AUSTRIAN COUNTRYSIDE

Teacher's Discovery

A travelogue of Austria, narrated in English. Four pages of tips are included as ancillary material.

GERMAN SPEAKING SWITZERLAND

Teacher's Discovery

This is a travelogue of Switzerland, narrated in English. Four pages of tips are included as ancillary material.

THE "ICH HABE ES GERN" VIDEO

Teacher's Discovery

This is a highly amusing, but not particularly instructional, film portraying bizarre and comical situations in which the phrase "I like it" could be used. Students receive practice through repetition of the adverb "gern," which is used in many phrases.

LIVING IN GERMANY - City Life

The Media Guild

Ancillary Material: 16mm film

A somewhat sentimental, superficial description of Cologne. The historical facts are interesting and accurate. The program serves as a useful introduction to a typical older German city.

LIVING IN GERMANY - School and Play

The Media Guild

Ancillary Material: 16mm film

This videotape in English presents general cultural notes about Germany. Information is authentic, with good contrast between older and younger speakers. The British orientation may confuse some Americans, and the "touristy" approach may be of limited teaching value, but as an introduction to the topics of school and recreation this is a good film.

PARTNER VIDEO SEQUENCES - (GERMAN)

The Media Guild

A series of 55 short (two- to five-minute) segments presenting everyday Germany through the eyes of a family from Celle (a working mother, unemployed father, school-age daughter and a visiting cousin). Excellent progression and recycling of material are maintained. Presents good supplementary material for beginning-level classes.

THE ROMANCE OF AUSTRIA

Teacher's Discovery

This is a travelogue of Austria, narrated in English. Four pages of tips are provided in ancillary material.

SOUTHERN GERMANY AND BAVARIA

Teacher's Discovery

This is a travelogue narrated in English by a German native speaker. Speech is at times unclear. Various scenes of southern Germany, especially Bavaria, are depicted. Five pages of tips are provided in ancillary material.

SOUTHERN GERMANY II

Teacher's Discovery

A travelogue of southern Germany narrated in English. Four pages of tips are provided in ancillary material.

WORKBOOKS

MEIN GESPRACH, MEINE LIEDER

Langenscheidt Publishers Inc., 1986

Audio cassette included as ancillary material

Unreviewed.

RONALD McDONALD SAGT: DIE DEKLINATION DES ADJEKTIVS IST WICHTIG

Robert J. Headrick Jr.

ACTFL Material Center

Unreviewed.






















15 pages






















Illustrations Packet

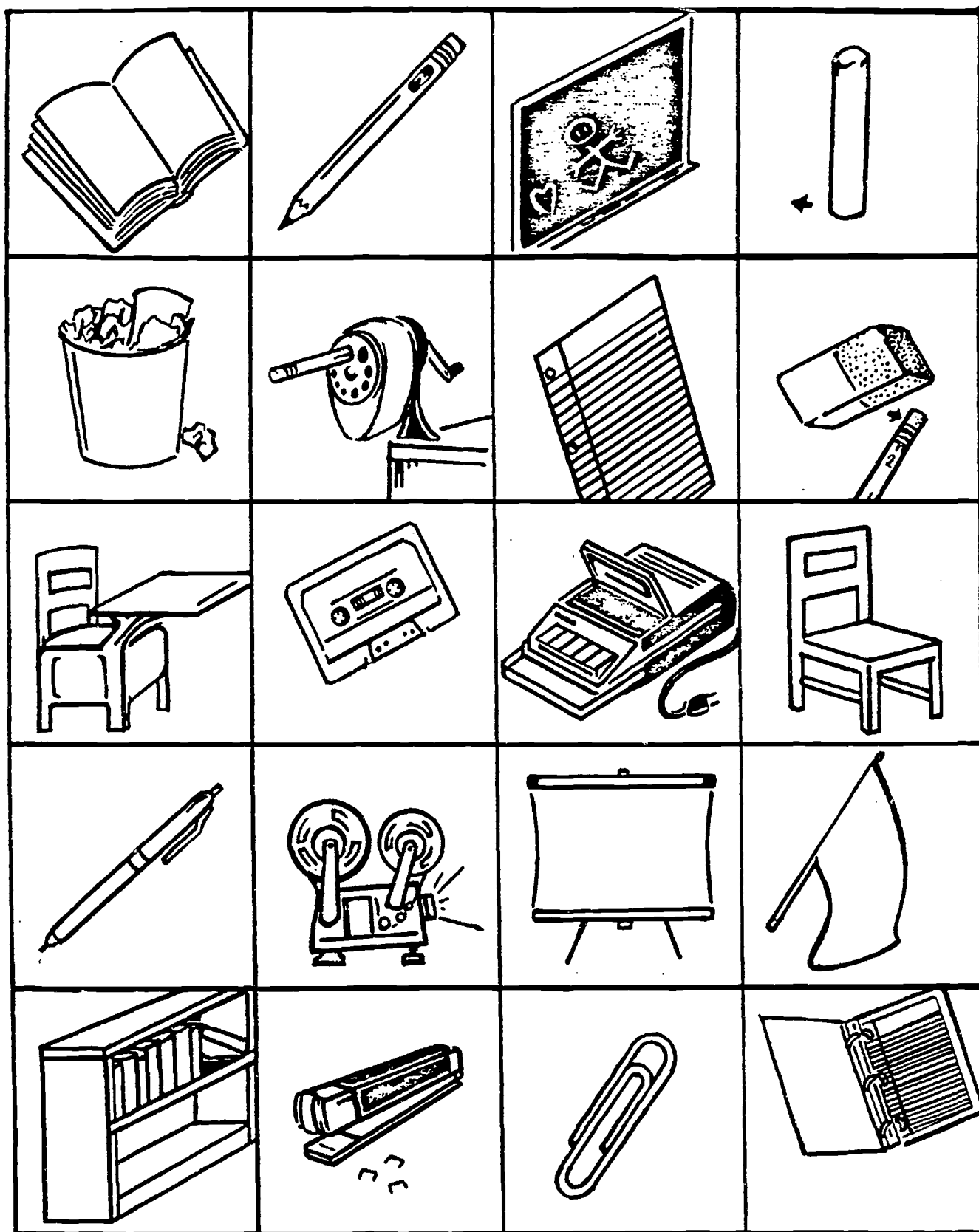
to accompany the

German I Resource Guide

Division of Curriculum and Instruction
Georgia Department of Education
Atlanta, Georgia

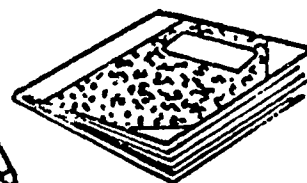
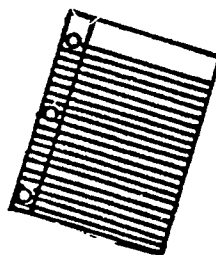
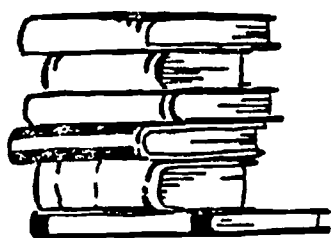
Herr Stilp	Herr Wagner	Jutta	Tim	Imgard	Herr Holz
					
					
Hans	Johanna	Boris	Frau Heine	Fräulein Hummel	Gerd
					
					
Thomas	Angelika	Du	Dein Partner		
					
					

Herr Stilp	Herr Wagner	Jutta	Tim	Imgard	Herr Holz
					
					
Hans	Johanna	Boris	Frau Heine	Fräulein Hummel	Gerd
					
					
Thomas	Angelika	Du	Dein Partner		
					
					



Stundenplan von HUBER, Klaus

	Montag	Dienstag	Mittwoch	Donnerstag	Freitag	Samstag
8.00	Philosophie	Spanisch	Philosophie	Philosophie	Chemielabor	Spanisch
9.00	Mathe	Chemie	Mathe	Mathe	Chemielabor	Chemie
10.30	Englisch	Englisch	Englisch	Englisch	Bibliothek	Englisch
11.30	Religion	Mathe	Religion	Chemie	Religion	Mathe
12.30	Spanisch	Geschichte	Spanisch	Geschichte	Spanisch	Gymnastik
13.30	Mittagstisch					
14.30	Aufgaben					
15.30	Aufgaben					Joggen



Montag	Dienstag	Mittwoch	Donnerstag	Freitag	Samstag	Sonntag
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1991

JANUAR

M	D	M	D	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MAI

M	D	M	D	F	S	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

M	D	M	D	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

FEBRUAR

M	D	M	D	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

JUNI

M	D	M	D	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OKTOBER

M	D	M	D	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MÄRZ

M	D	M	D	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JULI

M	D	M	D	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

M	D	M	D	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

APRIL

M	D	M	D	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

AUGUST

M	D	M	D	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

DEZEMBER

M	D	M	D	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Handout A

You are going to live with a German family for one month this summer. Your German friend has sent you a tape recording describing his family to you.

Listen to the tape and fill in the family tree below with the names of the family members. These German Vornamen are listed below in alphabetical order to help you with the spelling.

Dirk
Luise

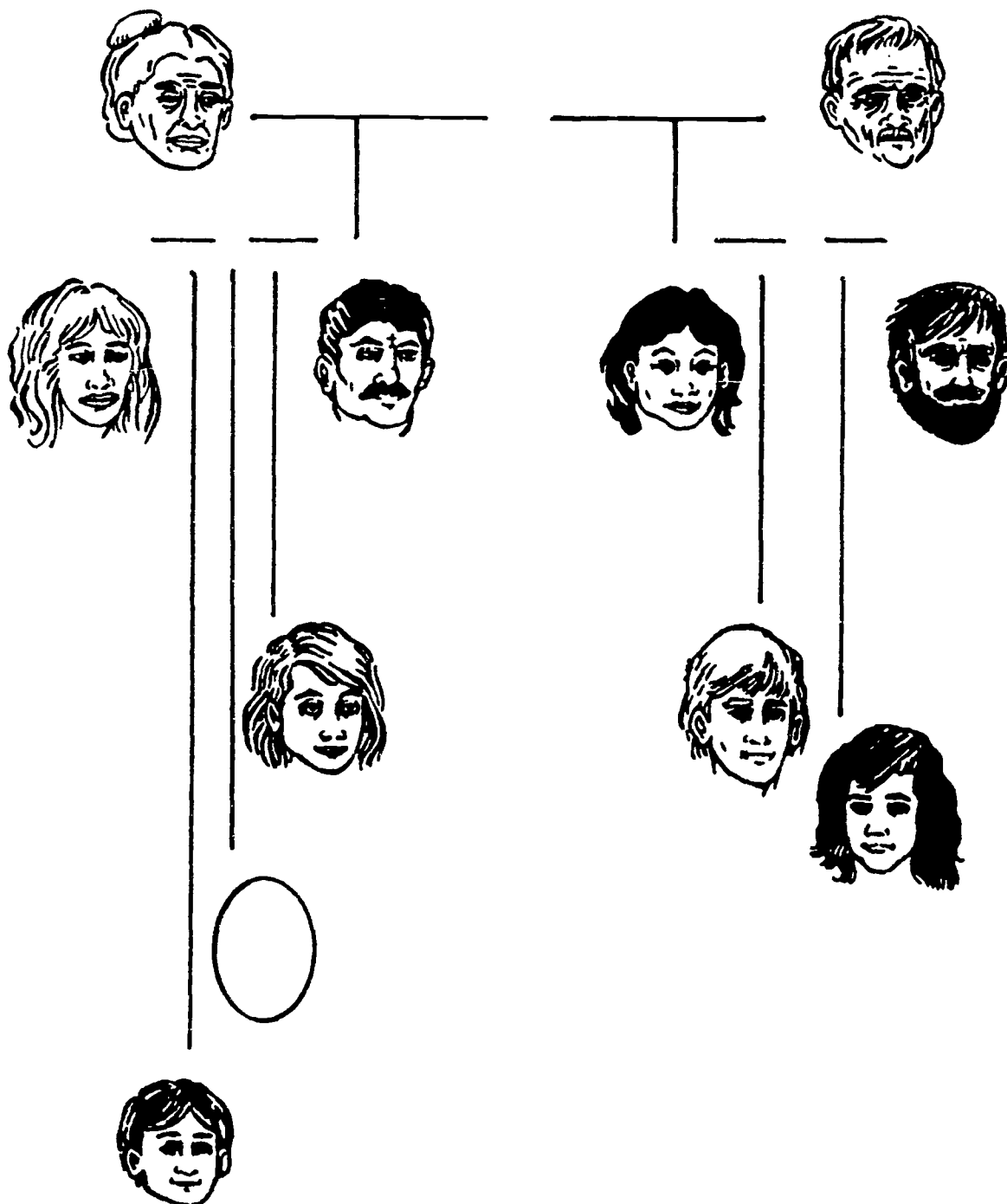
Gerd
Michaela

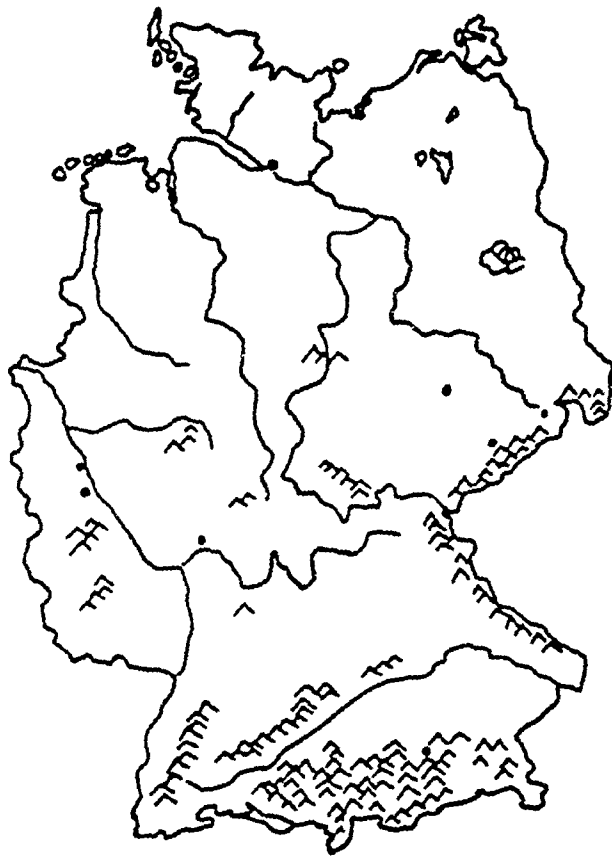
Heinrich
Philip

Hilde
Susanne

Ingard
Theresa

Karl

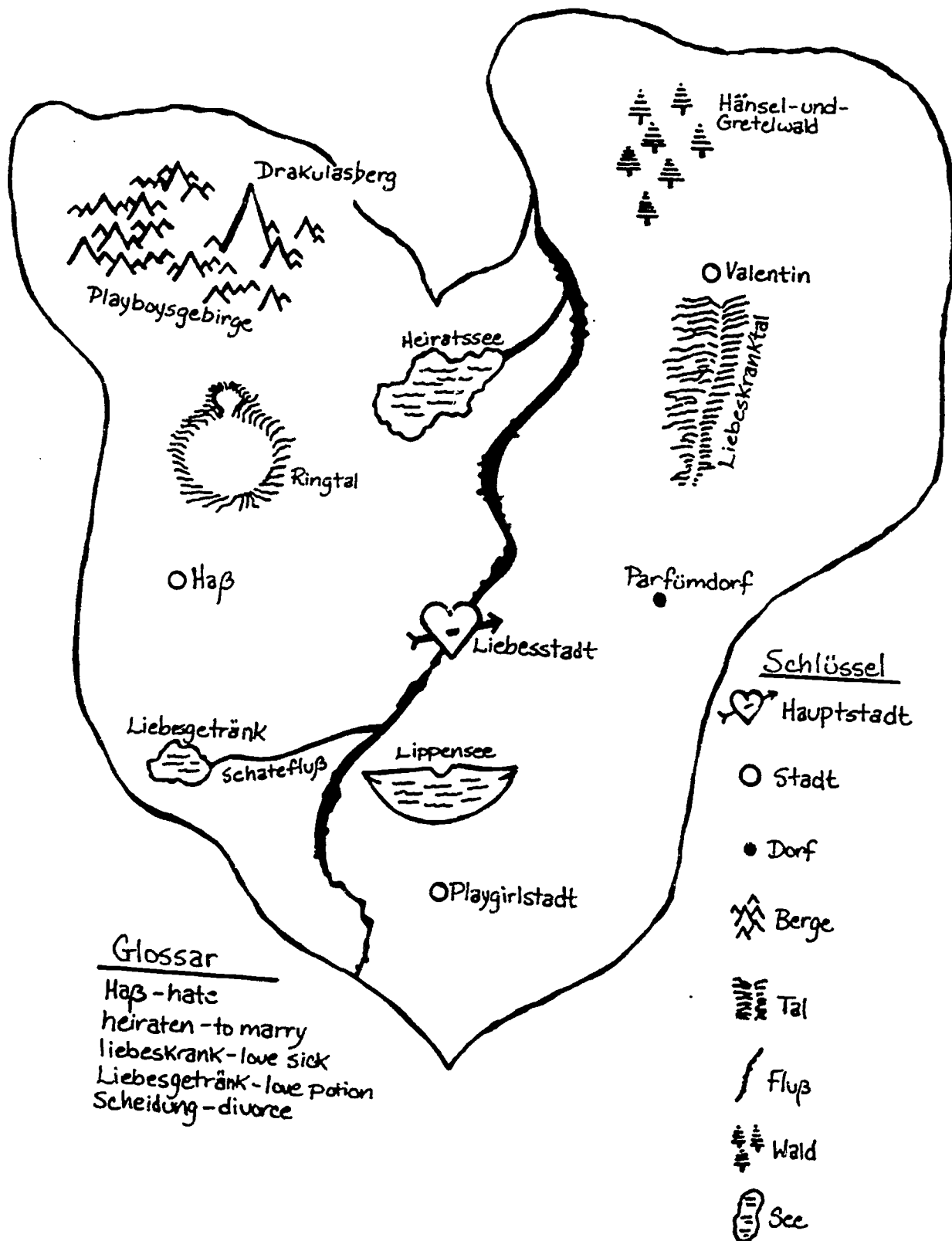




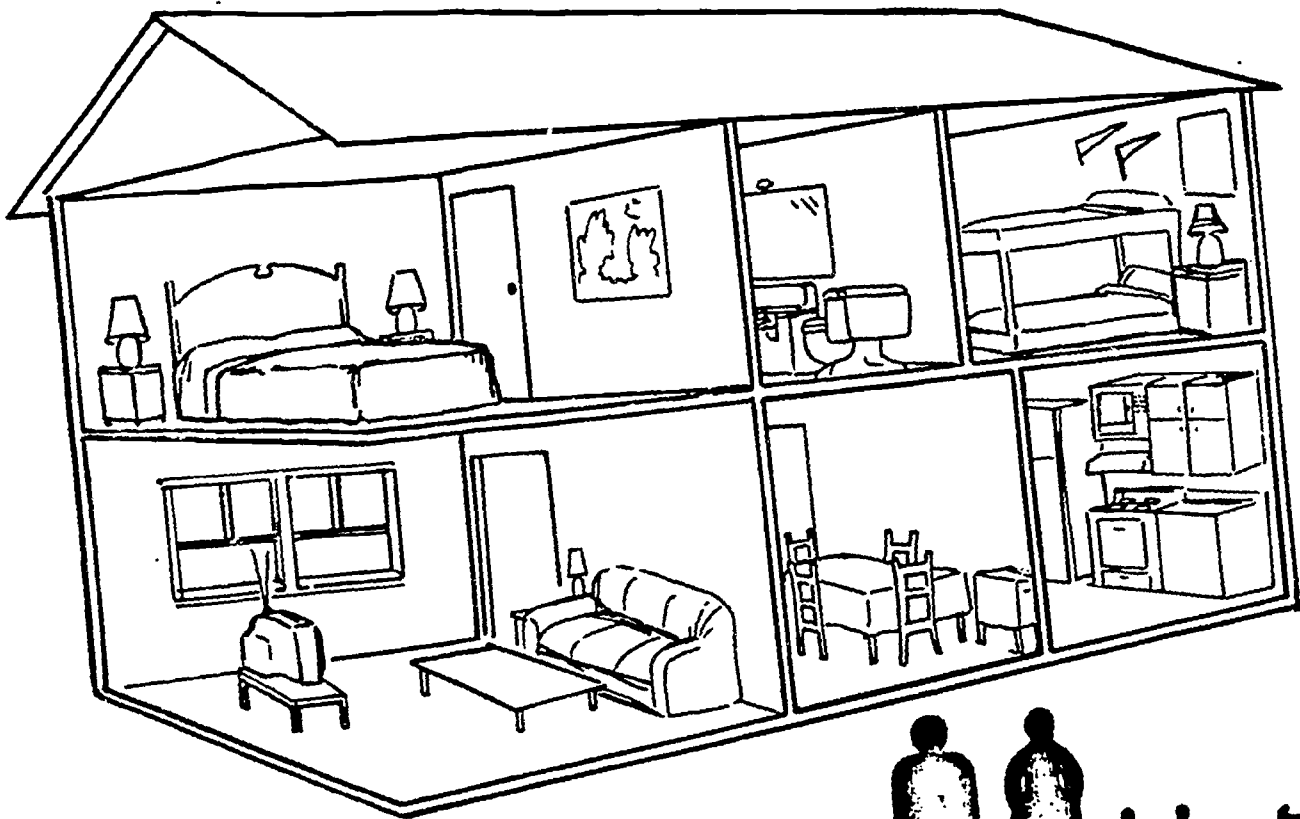
Map of Germany after Reunification



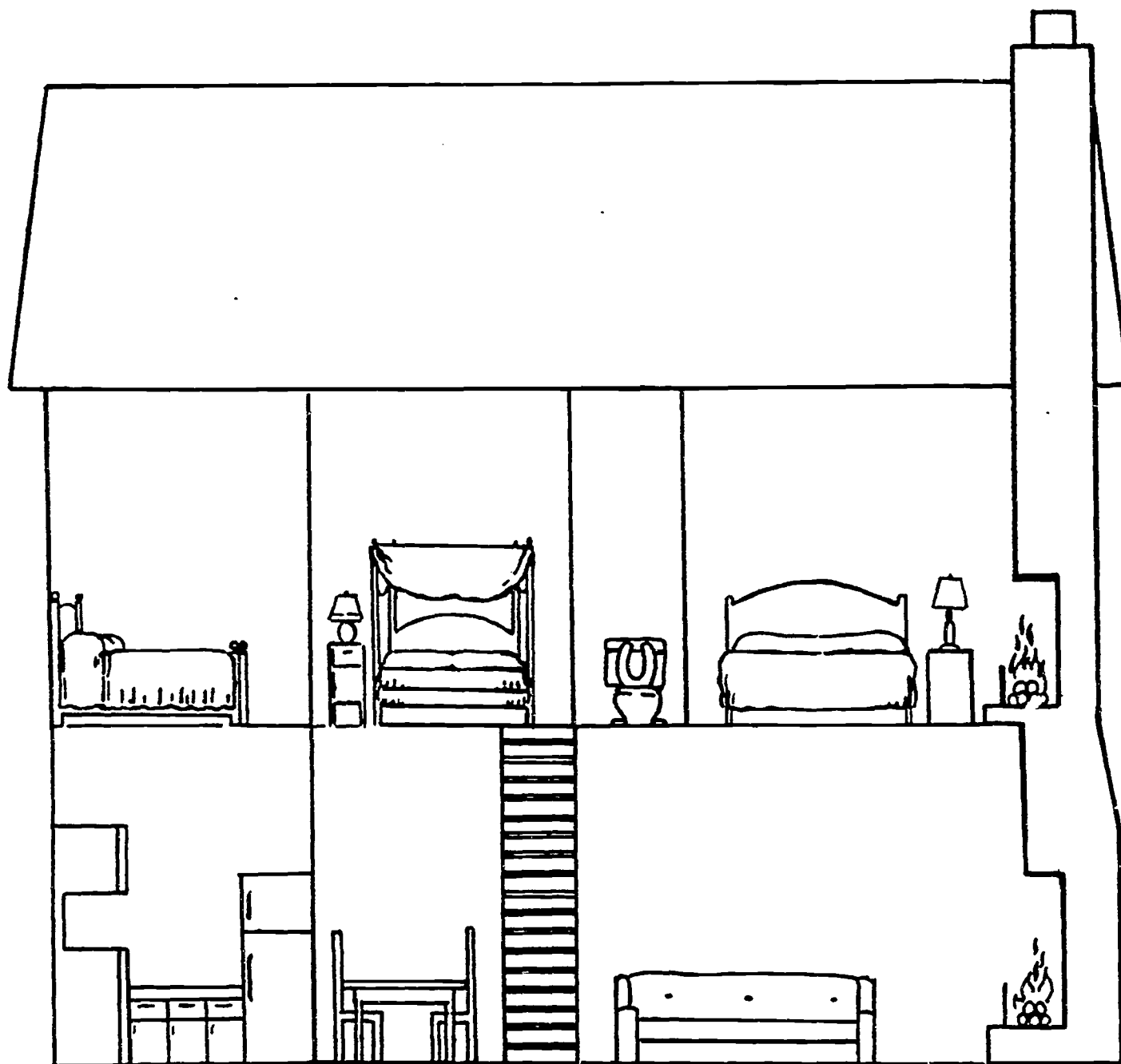
Map of Germany after Reunification

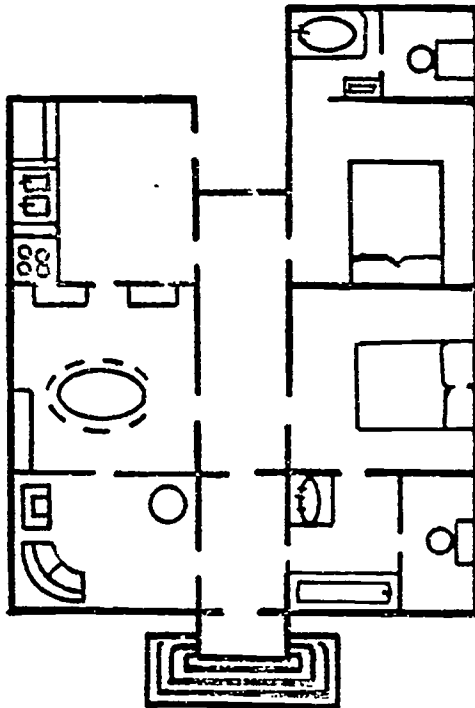


Rooms of the House.1

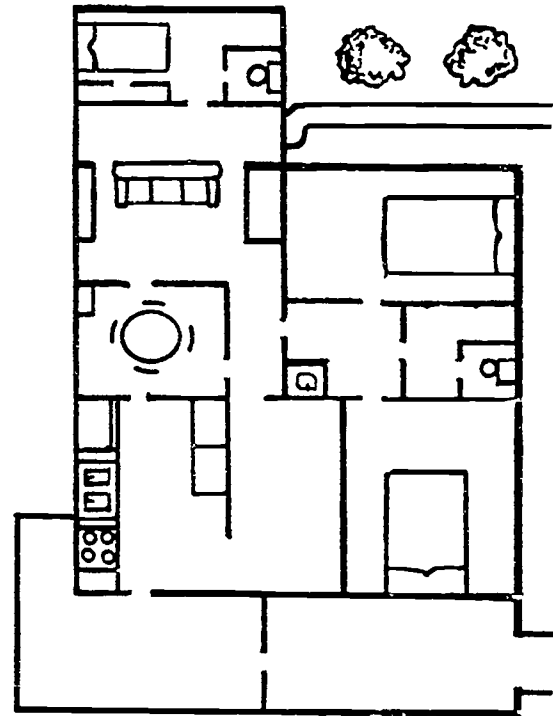


Rooms of the House.1

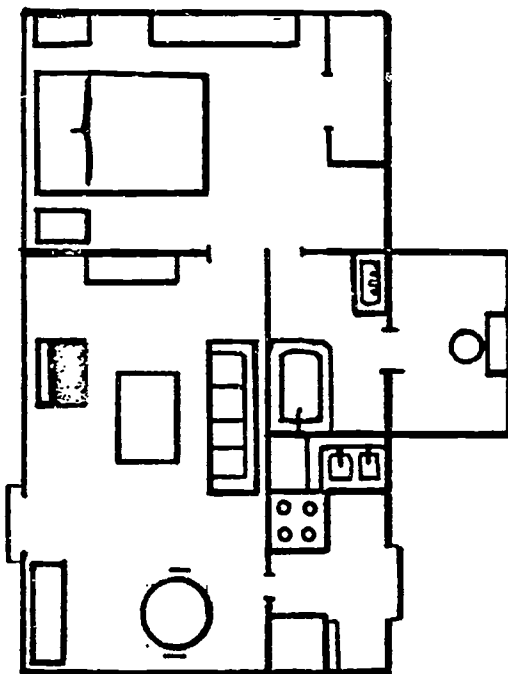




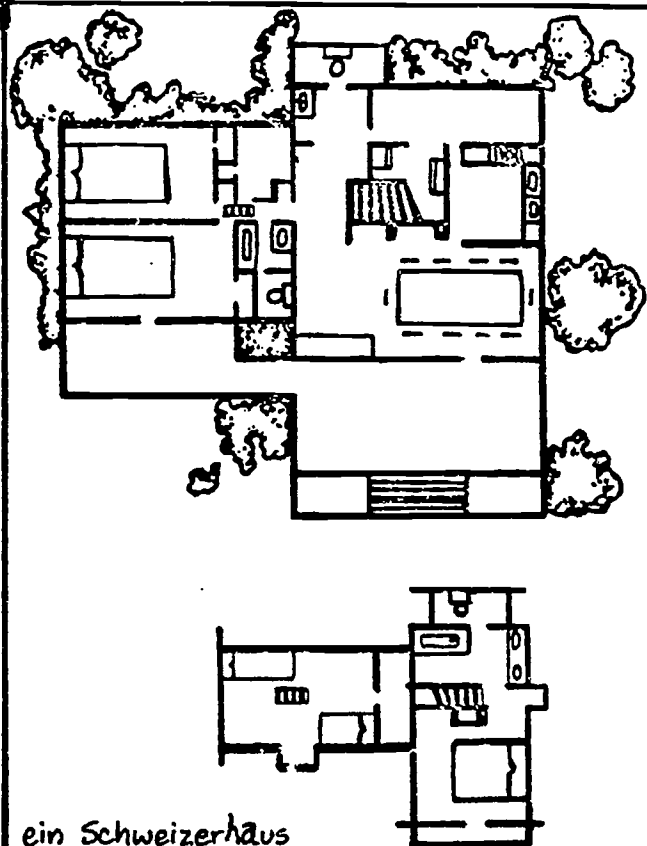
Schloss Rheingold



ein Bauernhof



Wohnung in Bonn



ein Schweizerhaus

2-Zi.-Wg., 55,94 qm m. Kü., DU, WC, ZH frisch renoviert Miete DM 420,- u. NK in Dortmund, Stadtmitte zu verm. ☎ 52 95 23.
 2½-Zi.-Wg., DB, m. Gartenben., LD-Mitte ab sof. zu verm. 600 DM WM inkl. NK ☎ 02305/23 40.
 2½ Zi., 56 m², Sternstraße, renov. z. 1. 9., KM 405 DM ☎ 0231/16 01 76, ab 18 Uhr.
 2 App., Altbau, nördl. Stadtmitte, Sammelheizung, 38 m², 1 Wohnschlafz., Diel., Du, WC, Kfm. Teilausstattung, 230 DM KM + NK, 36 m², 2 Räume, Diel., Toilette, 150 DM + NK ☎ DO 12 41 73.
 3½-Zi.-Wg., Gashzg., z. 1. 9. od. 15. 9. fr. 0231/83 02 10 ab 17 Uhr.
 Am Westfalenpark: 2 Zi.-Sozialwohnung, KDB, neu renoviert, ab sofort zu verm. Miete 420 DM ☎ 0231/21 49 31, bis 11 Uhr.

Apartment

Neubau, ruhige Lage, Stadtmitte Dortmund, Nähe Ostentellweg, erst einger. Küche, Diel., Bad m. Dusche u. WC zu vermieten (keine Provision), PLAWITZ GMBH, Dortmund, Ostentellweg 47 ☎ 0231/52 79 86.

App., 1 Zi., KDB, 295 DM + NK + Hgz. z. 1. 10. ☎ 0231/81 83 56, v. 8-18 Uhr.
 App. DO-Berndinghofen, 34 m², 1 Zimmer, KDB, Balkon, 360 DM KM ☎ DO 52 52 95.
 App. u. Wohnung zu verm. ☎ 0231/57 25 45 ab 17 Uhr.
 Blumenstr.: 81 m², 2 Zi., KDB, Gas-thermenhgz., Iso-Vergl., KM 375 DM + Flurlicht u. Wassergeld, ab 1. 10. 87 zu verm. ☎ 0231/12 61 72, Mi. 8-12 Uhr.
 Chymahes Apartment, 1 Zi., Küche, Bad ☎ 0231/77 41 74.
 DG-Wg., 2 Zi., NK, Nachtspeicher, 358,28 DM + NK, ab 1. 12. ☎ 0231/81 83 56, v. 8-16 Uhr.
 DO-Aplerbeck, Apartment, geh. Ausst., 36 m², KM 383 DM + NK ab 1. 9. 87, Kaut. erforderlich ☎ 0231/33 10 21, Mo.-Fr. 8-14 Uhr.
 DO-Scharnhorst, schöne Wohnung, ideal für die Familie, 3½ Zi. DM 490,-, 4½ Zi. DM 537,-, 5½ Zi. DM 550,-, incl. NK außer HZ. Keine Kaut., keine Provision, Beratung: Musterwohnung Scharnhorst, Schmollenweg 1, Sa 14-16 Uhr, Tel. 0231/24 11 09, Info Mo.-Fr. Tel. 0231/23 20 84, oder 0231/23 37 47 - Neue Heimat.
 DO-City, Victoriastr., Nähe Ostentellweg, 3 Zi., KDB, Gäste WC, gr. Sudbalk., 80 m², Parkettbd., farb. San., Sprossenfenster, 1100 DM KM ☎ DO 52 76 28.
 DO-Eving, 4 Zi., KDB, Nachtspeicherhgz., 70 m², günstig an zentr. Ehepaar zu verm. Nebenberuf. Hausmeisterfähigkeit u. Putzertätigkeit erwünscht ☎ DO 57 33 74.

DO-Lütgendortmund, 75 m², 3½ Zi., EG, 6-Fam.-Haus, ruhige Lage, Wohnbereich Karamäböden, Badzimmer farb. Sanitär, Balkon, Einstiepl., Gaszentralhgz., KM 555 DM + NK, frei z. 1. 11. 87, ☎ 0231/63 74 09 v. 8-16.30 Uhr.
 DO, Stadtlage West, 1. Etage, 3 Räume D/B, 360 DM ☎ 0231/13 68 14 ab 20. 8. 05222/1 66 91.
 DO-Mengede, 3 Zi., KDB, Heizung, 399 DM KM ☎ 0231/33 36 22.
 DO-More, Scheffelestraße: 2 Zi., Kohnische, Bad, sof. zu verm., Miete 381 DM ☎ 0231/81 45 82.
 DO-Körner: Ca. 65 m²-DG-Wg., Wohn-/Schlafküche, Diel., Bad, Kinderz., ab sof. od. später zu verm., 345 DM ☎ 0231/59 41 72.
 DO-Derne, Altdorfer Str. 39, Kornl.-Wg., 3 Zi., DB, Hgz., farb. San., Teppichboden, Isovergl., 58 m², KM 407 DM, NK 75 DM ☎ 0231/52 30 37 u. 21 66 66.
 DO, nördl. Innenstadt: 2½ Zi., DB, Balkon, 64 m², KM 360 DM ☎ DO 52 52 95.
 DO, nördl. Innenstadt: 3½ Zi., DB, Balkon, 73 m², KM 480 DM ☎ DO 52 52 95.
 DO-Oespel: App., 40 m², Balk., 340 DM zu verm. ☎ DO 52 52 95.
 DO-Derne, 3 Zi., 65 m², KDB, Balk., Nachtspeicher, Bad 418 inkl. NK, ab 1. 9. 87, WBS erforderlich ☎ 0231/77 39 31/2.
 DO-Hörschen, 3½ Zi., 75 qm, KM 525 DM, Immobilien Krömer, DO ☎ 52 70 82.
 DO-Lütgendortmund, 2½ Zi., 54 qm, KM 350 DM, Immobilien Krömer, DO ☎ 52 70 82.
 DO-Assefa, Am Timmerbad, 70-qm-Wg., 1. CG, 2 gr. Zi., KDB, Etagehgz., Iso-Glas, zu verm., KM 570 DM + 20 DM NK pro Person ☎ 02378/22 93.
 DO-Assefa, Am Timmerbad, kl. DG-Wg., ca. 35 qm, zu verm. (Elektrospeicherhgz.), KM 285 DM + 20 DM NK ☎ 02378/22 93.
 DO 1, Dresdner Str. 40: Nachmieter sof. ges., 4 Zi., KDB, ca. 100 m², KM 550 DM ☎ 0231/13 68 96.
 Dortmund, Kronprinzenstr., 2½-Zi.-Wohnung zu verm., KM 460 DM pl. NK ☎ 0231/52 99 76.
 Dortmund-Lanstrag, helle, freundliche Wohnungen. Keine Kaut. und Vermittlungsgebühr, 3½ Zi., 65 qm, ab DM 437,-, zuzügl. HZ. Vermietung im Wohngebiet Hafner Str. 2, Tel. 0231/2 97 36, Sa 11-13 Uhr, Info außerhalb dieser Zeiten auch Tel. 0231/2 37 47 - Neue Heimat.
 Dortmund, Kieselstr. renov. 2½-Zi.-Wohnung, Parterre 55 m², Nachtspeicher, Iso, evtl. mit Garten 390 DM + NK, 2 MM Kaut. zu verm. ☎ 0231/67 00 29.
 Suche für 3 Pers. ruhige Wohnung evtl. eigene Etage und kleinen Garten ☎ DO 81 45 82.

Kornl.-App., Unruhe, neu renov., 45 m², eingebaute Küche, Flur, Dusche/WC, WM 470 DM, sof. frei ☎ 0231/48 16 86.
 Kreuzviertel: 3 Zi., KDB, Balk., 70 m², ab 15. 9.-1. 10. 2 Zi., DB, Balk., in abgeschl. Etp. sofort od. später ☎ 02371/6 02 01.
 Lindenhorster Str., 85 m², Neubau, WBS erfordert ☎ 0231/85 00 50.
 Lütgendortmund: App., 34 m², 220 DM + NK ☎ 0211/57 25 63.
 Lams-App., DO/BO, 1½ Zi., ruhige Lage, Sudter, E-Küche, 450 DM inkl. + Hgz. ☎ 0231/73 44 71.
 Mod. App., DO-Rahm, Wohnraum, Kornl. DB, teilnobl., an Einz.-Pers., WM 380 DM m. Flurhinz., Kaut. 200 DM, DO 67 36 06, ab 10 Uhr.
 Mod. möbl. Wohnung Stadtmitte, NO, zu verm. ☎ 0231/81 32 31.
 Modernisierte Wohnung, DO, Heroldstr. (Nähe Josefikirche), 2 ZKDB, ca. 52 qm, 2. OG, Thermopaneverglasung, Gas-Etagehgz., KM 388 DM, NK 36,20 DM, zu vermieten ☎ 0231/1 81 73 20 (Mo.-Fr. 8-16.30 Uhr).
 Münsterstraße: Neubau-DG-Wg., ca. 66 m² ☎ 0231/85 00 50.
 Nachmieter gesucht, 67 m², Sozial-Wohnung, mit Speicherheizung, Miete 305 DM, in DO-Lütgendortmund ☎ DO 83 81 43.
 Nachmieter gesucht, ab 1. 9. 87 oder später, 2 Zimmer, Wohnküche, DB, Balkon, ca. 70 m², Ost. Stadtmitte, KM 400 DM + NK + Kaut. ☎ DO 52 25 11.
 Nachmieter gesucht: 1-Zi., Kü., Bad, Dachgeschoss, Sozialhgz., Poststr. 24 ☎ 0231/14 99 32.
 Nähe Saarländerstr./Balkenstr., 2 Zi., KDB, Balk., Keller, Heizg., Garage, ca. 60 m², 2. Etp. WM 630 DM ☎ 0231/14 54 34.
 Ostentr.: DG, Altbauhgz., 74 m², 3 Zi., gr. Küche, Bad, Nachtspeicher, 400 DM, ab 1. 10. zu vermieten ☎ 0231/14 12 87.
 Ostentr.: Altbauhgz., 36 m², 2 Zi., Bad, 250 DM, ab 1. 9. zu verm. ☎ 0231/14 12 87.

Achtung Wohnungssuchende!

Waren nicht mal verbraucherfreundlich? Wir vermitteln Wohnungen gegen eine geringe Bearbeitungsgebühr. Wer mehr zahlt, hat selber Schuld.
 WBS ☎ 0231/82 10 21.

Mod. Apartment

Gut ausgestattetes, 43 m² gr. Apartment im Parterre eines 2-Fam.-Hauses, im Zentr. v. Unna, ruhige Lage, zu verm. 1 Schlafz., 1 Wohnz. m. integr. Kü., einschl. Flur u. gr. Duschbad, KM 365 DM + NK, 2 Mo.-Mieten Kaut. Telefon ☎ 23 63/1 25 86

Möblierte Zimmer Angebote

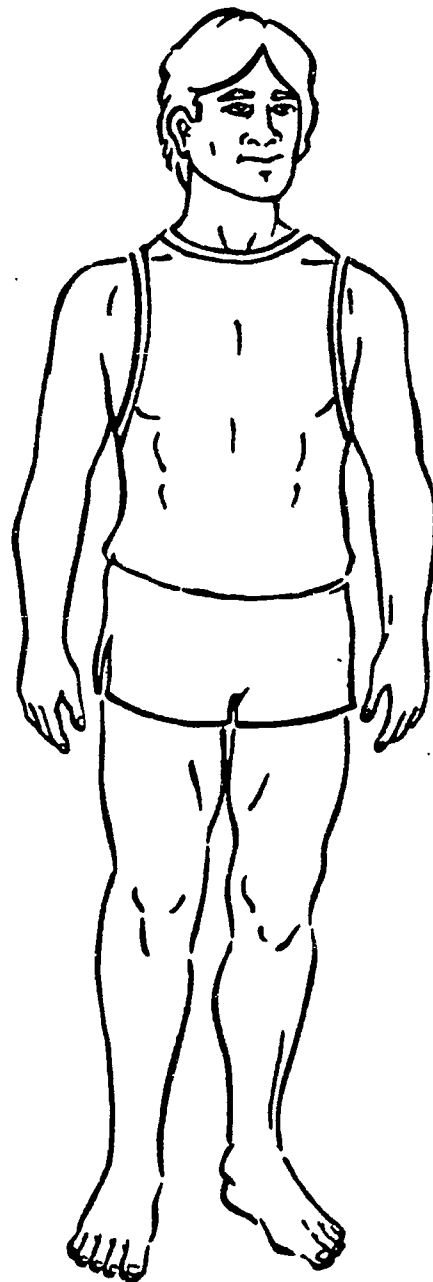
Kleines möbl. Zi. f. jungen Mann ab sof. frei ☎ 0231/14 14 09.
 Möbl. Zi., DO-Stadtmittel, Westentor, m. Hgz., Kochgelegenheit, u. Gemeinschaftsdusche, an ledige Jg. Dame od. Studentin, ab sof. od. später, 1.256 DM inkl. NK, privat zu verm. ☎ 0231/14 34 36 od. 14 09 08.
 Möbl. Zi. zu verm. ☎ DO 81 08 80.
 Möbl. Zi., DO-Innenst., 200 DM WM ☎ 0231/81 56 53.
 Schönmöbl. Zi., m. Kü.- u. Badbenutzung, DO-Marien, 300 DM WM, Kaut. ☎ 0231/67 09 35.
 Vollmöbl. Zi., inkl. Wasser, Strom, Hgz., 330 DM Miete + 330 DM Kaut. ☎ 0231/43 54 09, ab 20 Uhr.
 DO-Eichlinghofen: Vollmöbliertes Aptm., Nähe Uni, Kü., Dusche m. WC, 22 m², M. 250 DM + NK ☎ 0201/23 40 78, Mo.-Fr. 8-16 Uhr.

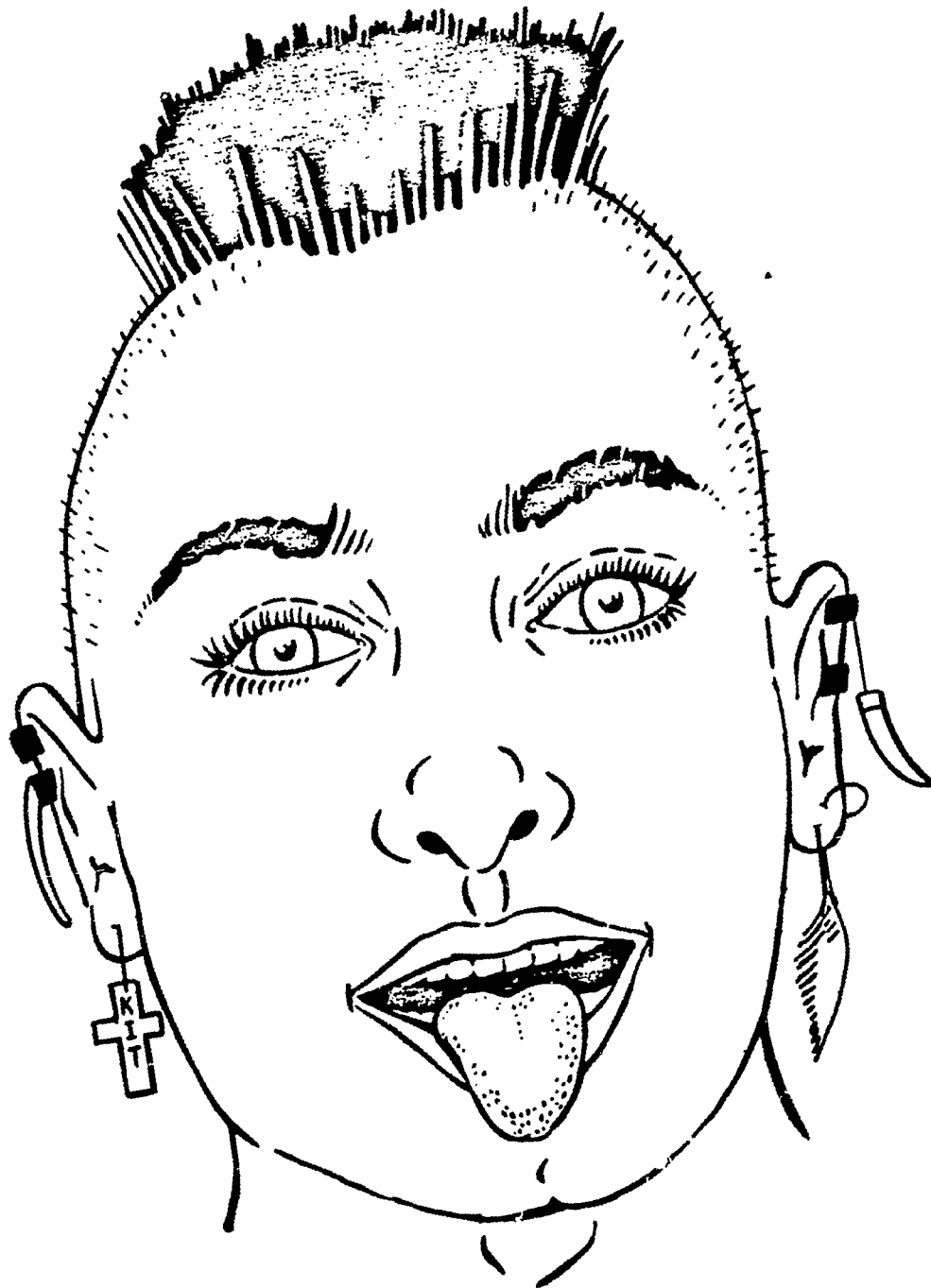
Mietgesuche

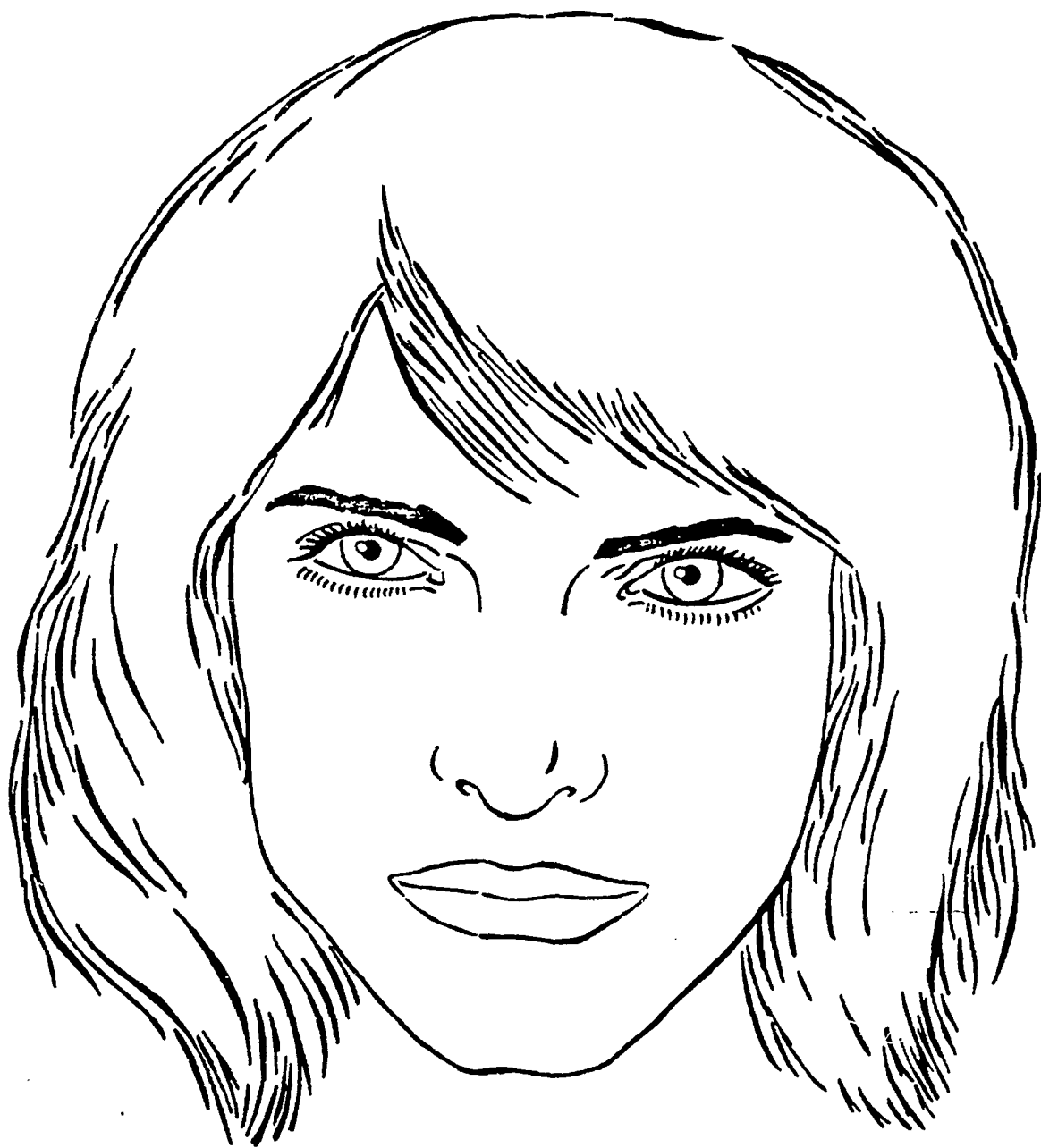
DO: Sozialpädagoge zu 2 Zi.-Wg., mit Küche und Bad, WM bis zu 400 DM ☎ 0231/81 09 42.
 Junger Mann, sucht Apartment 1½ Raum, in Dortmund-City, auch möbliert ☎ 0231/52 83 15.
 Möbliertes Zimmer gesucht ☎ 0231/81 30 83.
 Nachmieter f. 2½ Zi. (Sozialhgz.), Meißener Str., gesucht ☎ DO 12 89 99.
 Optimaler Ehep. m. 1 Ki. sucht ab 1. 10. eine 4- bis 5-Zi.-Wg. m. Balkon im Raum Unna/Holzwickede/Schwarte ☎ 02330/44 85.
 Suche ruh. 2- bis 3-Zi.-Wg., in Dortmund, Altbau, KDB, evtl. Balkon, Gas- od. E-Hgz., sof. überm. mögl. Telefon ☎ 023 34/5 39 27.

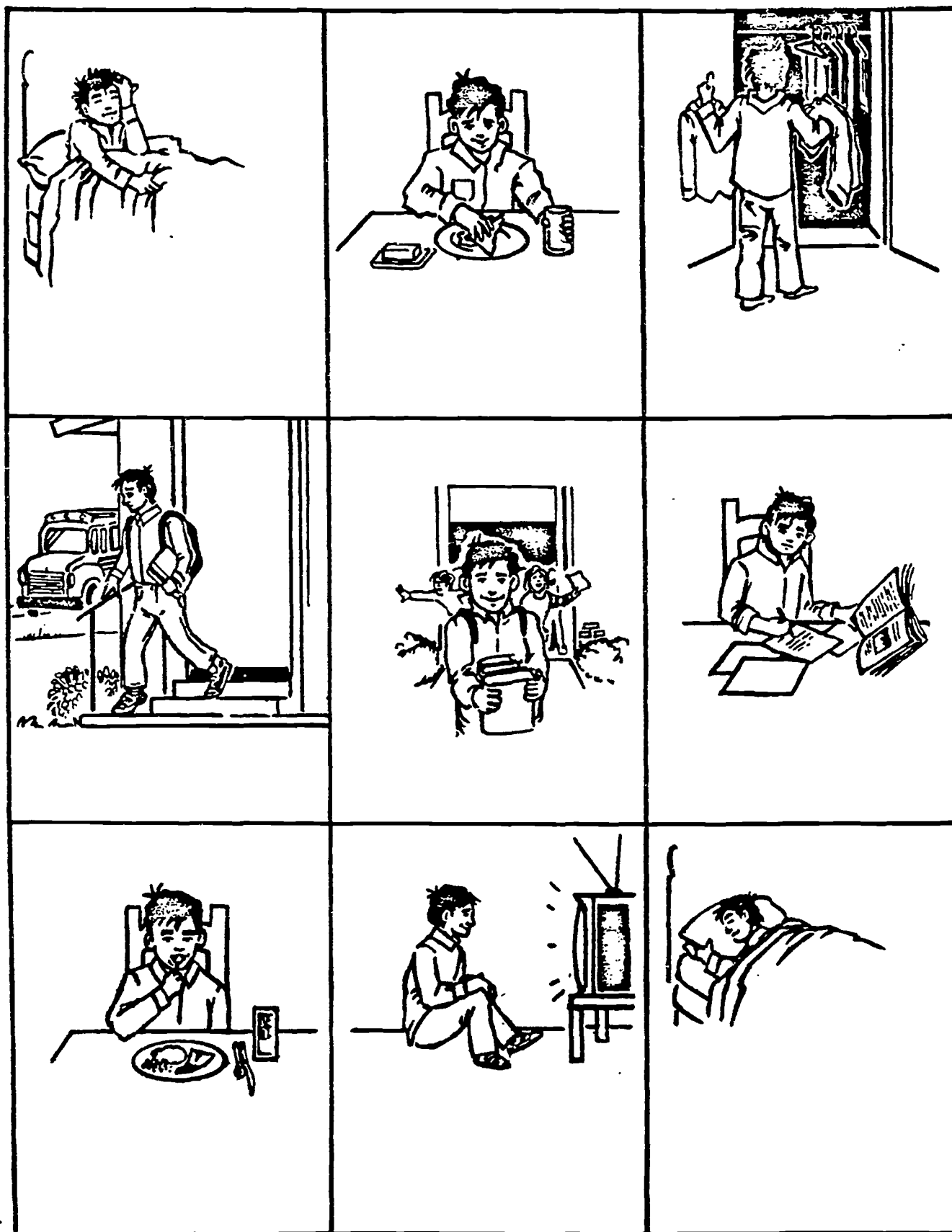
Suche f. meine Tochter kl. Wg., ca. 50 m², Nähe City, Zu 12 Z 32373.
 Suche Haus zu mieten, Raum Dortmund-Süd, evtl. m. Kamin u. Terrasse, ca. 120 m², VS, kein Makler, Privat ☎ 02330/1 33 00, Mi. ab 19 Uhr u. Sa. bis 14 Uhr, o. Vermietung u. Verkauf, seit 1948, Immob. Warendorf, DO 1, ☎ 16678.
 Stadtmittel, 36 m², 1 Zimmer, gr. Kü., DB, eigene Gasheizung, 350 DM einschl. Umlagen, außer Heizkosten ☎ DO 14 20 08.
 Großes, sep. gelegenes Leierzimmer m. Dusche, WC, inkl. Hgz. u. NK 1.260 DM ab sof. zu verm., Berghofer Str. 371, ☎ 0231/48 55 58.

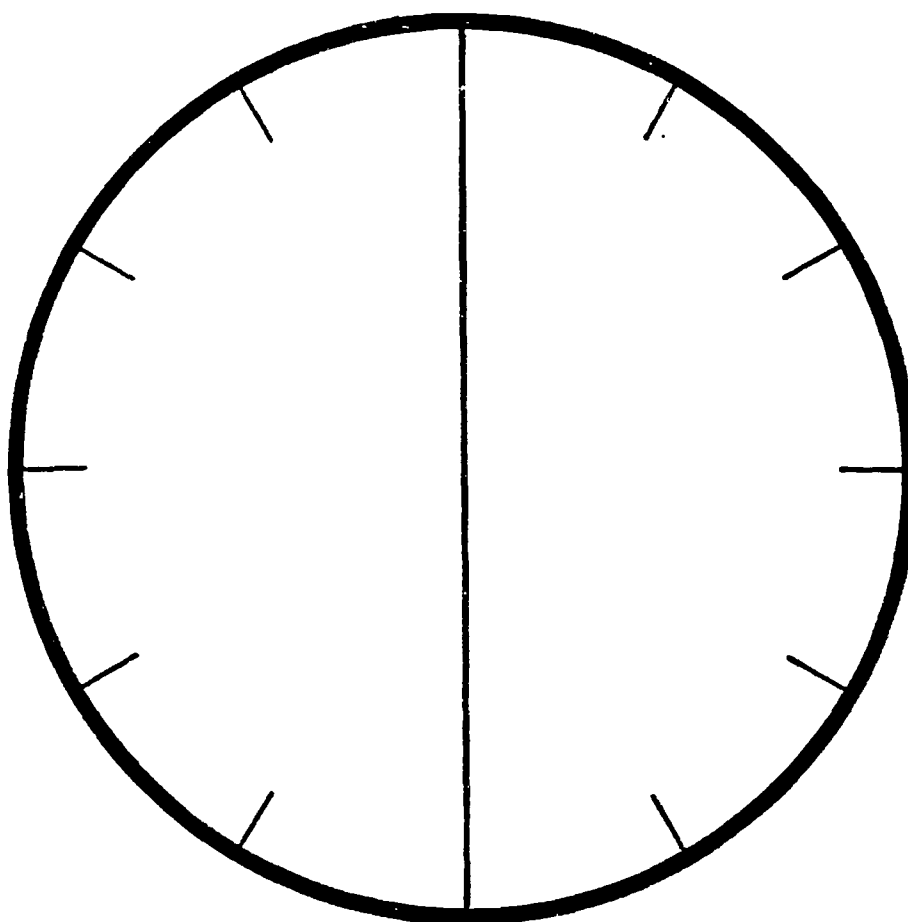




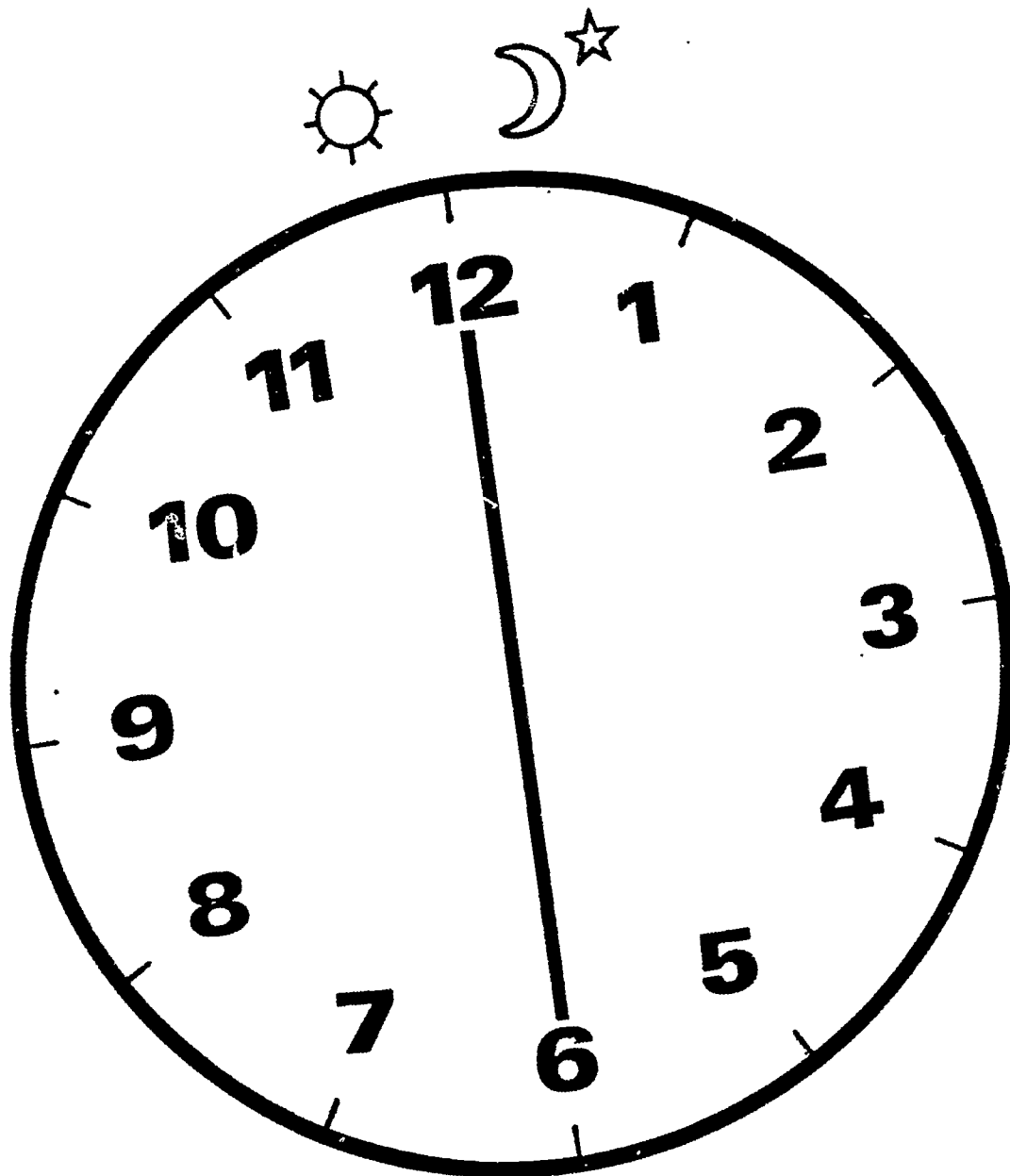




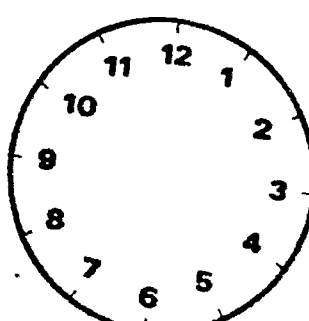
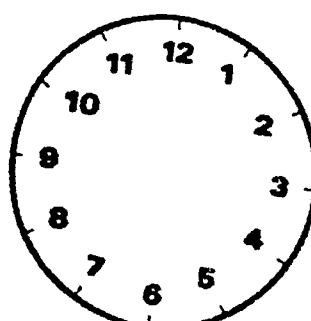
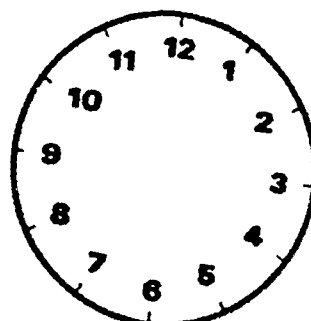
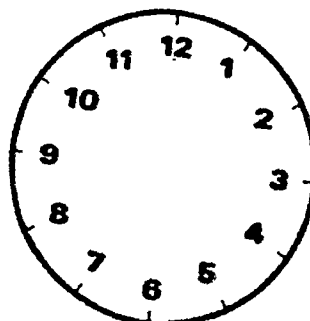
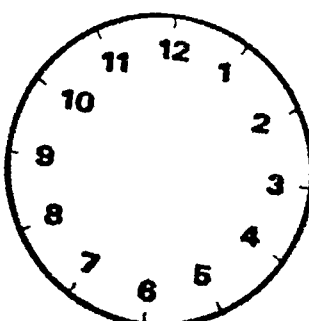
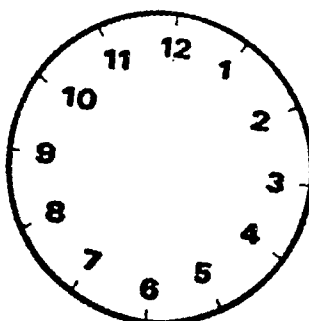
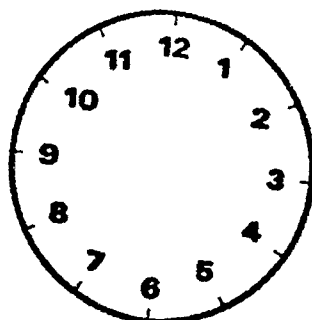
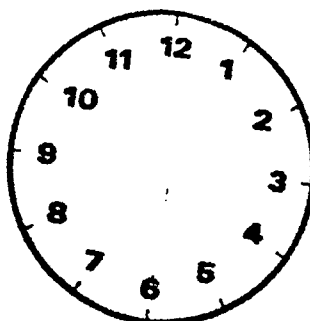
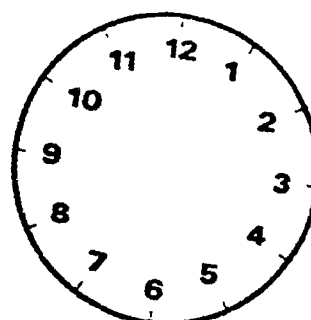
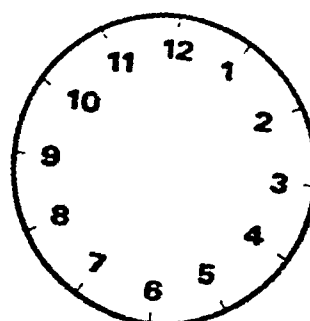
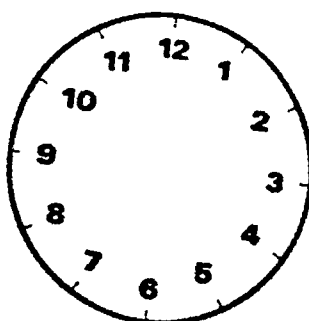
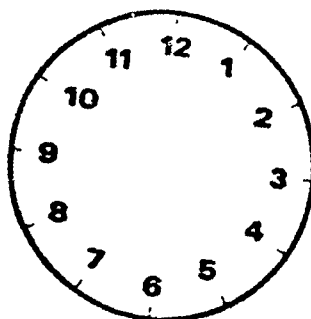
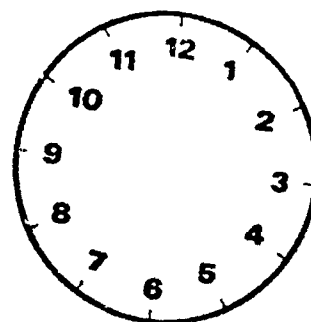
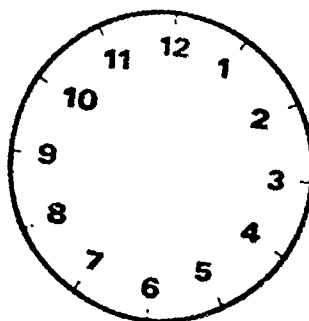
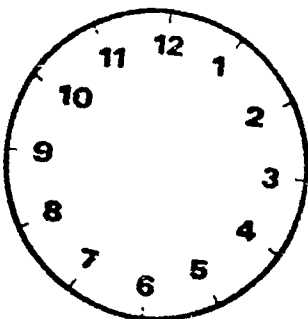
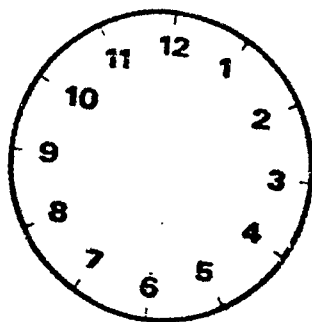


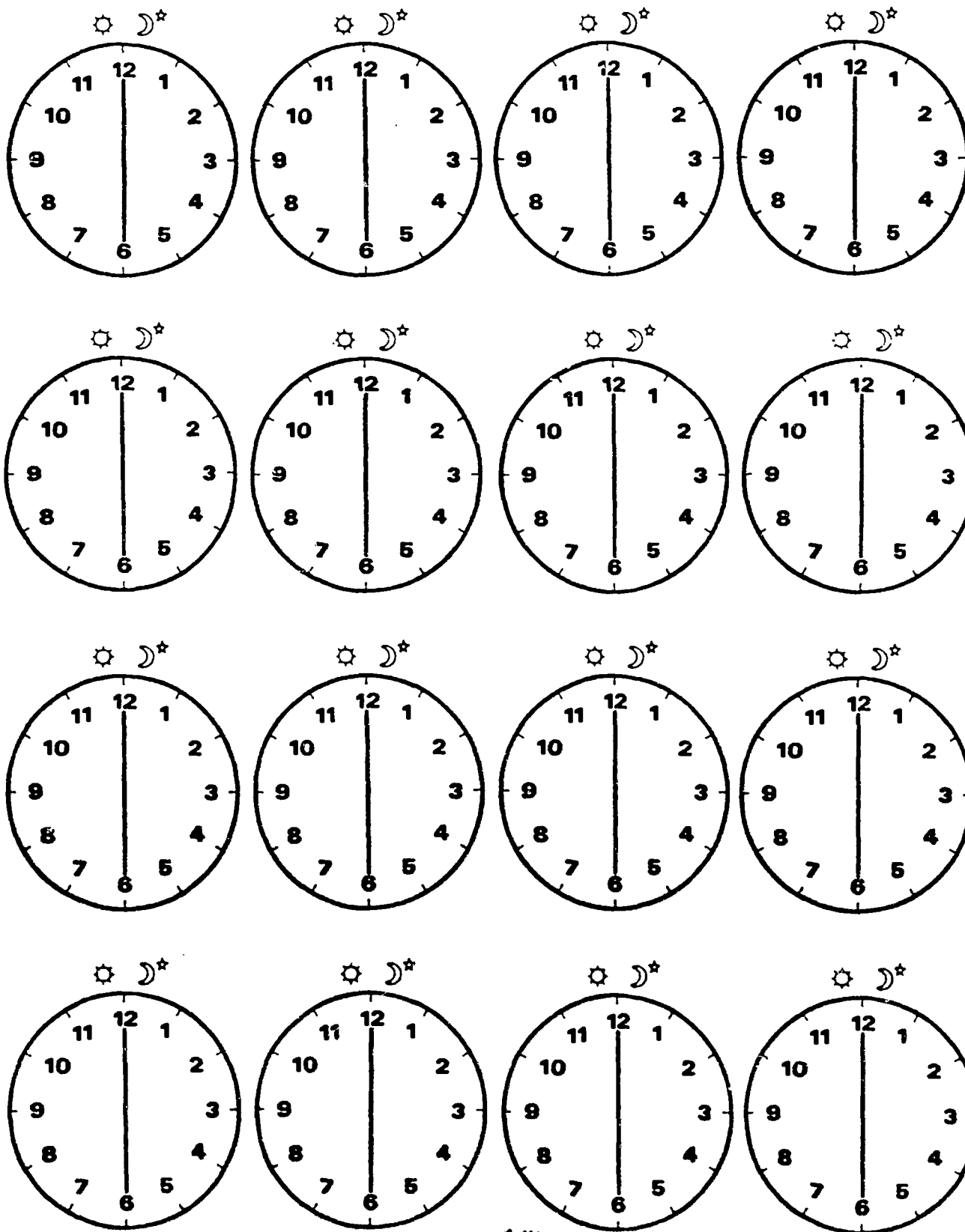


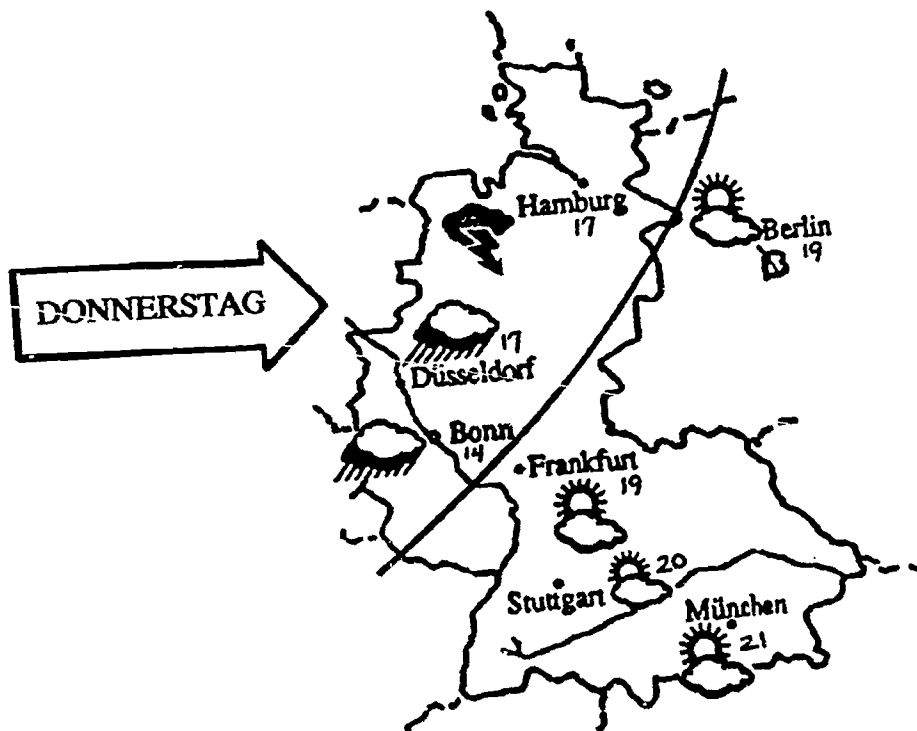
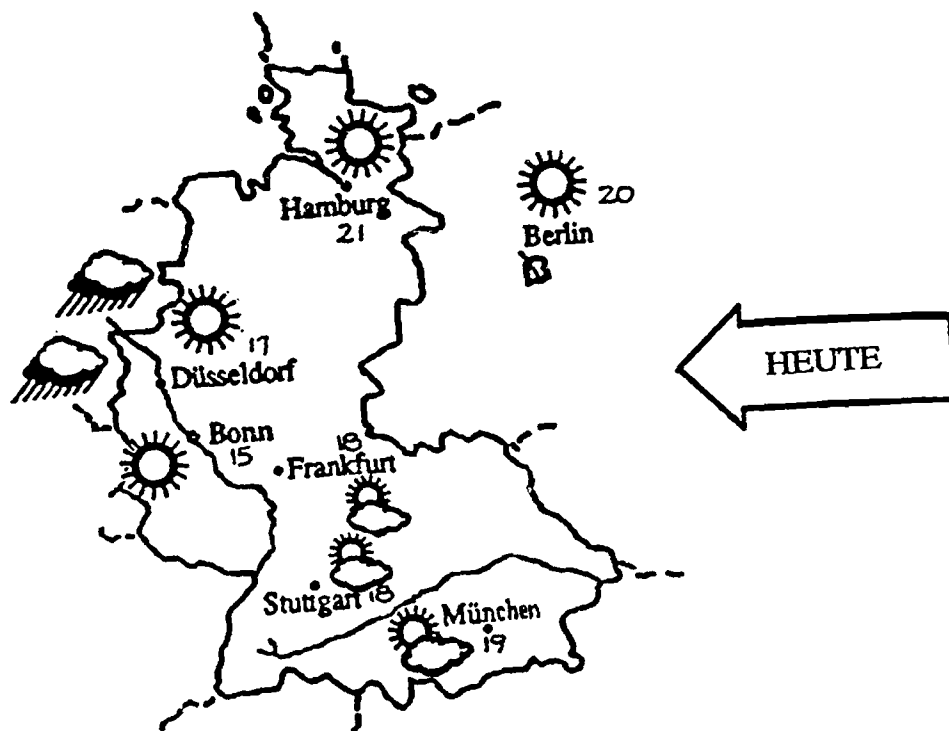
Time.2



Time.2







Seite 24 : Dienstag, 21. Juli 1987, Nr. 165

Das Wetter

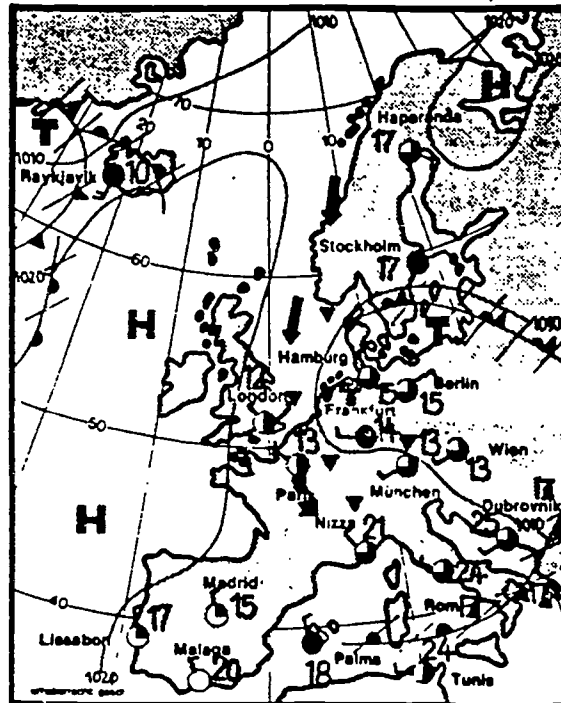
Lage: Ein Tief über Mitteleuropa schwächt sich zwar ab, lenkt aber hochreichend frische Meeresluft nach Deutschland und gestaltet das Wetter unbeständig.

Vorhersage: Wechselnde, im Westen und Nordwesten überwiegend starke Bewölkung und schauerartige Regenfälle, ördlich auch Ge-

witter. Tageshöchsttemperaturen 17 bis 22 Grad. Nachtliche Tiefstwerte 11 bis 16 Grad. Schwacher bis mäßiger, in Gewitternähe böig auffrischender Wind aus unterschiedlichen Richtungen.

Aussichten: Am Mittwoch weiterhin wechselhaft und kühl.

Deutscher Wetterdienst



Vorhersagekarte für den 21. Juli 1987, 8 Uhr.

Zeichenanführung	
☉	wolklos
☁	heiter
☁	halb bedeckt
☁	wolkig
☁	bedeckt
☁	Nordwind 10 km/h
☁	Ostwind 20 km/h
☁	Südwind 30 km/h
☁	Westwind 40 km/h
☁	Temperatur in Grad Celsius
☁	Nebel
☁	Sprühregen
☁	Regen
☁	gefrierender Regen
☁	Schnee
☁	Schauer
☁	Gewitter
☁	Niederschlagsgebiet
☁	Warmfront
☁	Okklusion
☁	Kaltfront -> oder
☁	Kaltfront -> oder
☁	Luftströmung warm
☁	Luftströmung kalt
☁	Hochdruckzentrum
☁	Tiefdruckzentrum
☁	Sekundär Hoch
☁	Sekundär Tief
☁	Isobaren

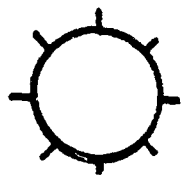
Frankfurter Allgemeine, Dienstag, 21. Juli 1987

Wetter und Temperaturen in Grad Celsius vom Montag, 11 Uhr

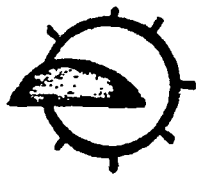
Deutschland:			Konstanz			Warschau		
Helgoland	wolkig	17	heiter	17		bedeckt	21	
Sylt	bedeckt	16	Kempten	bedeckt	16	heiter	26	
Schleswig	bedeckt	15	Oberstdorf	bedeckt	16	Belgrad	wolkenl.	31
Norderney	heiter	18	Zugspitze	heiter	2	Dubrovnik	wolkenl.	30
Emden	Regensch.	17	Garmisch	heiter	19	Bukarest	wolkenl.	34
Cuxhaven	heiter	18	Ausland:			Konstanza	wolkenl.	33
Hamburg	heiter	21	Helsinki	heiter	21	Varna	wolkenl.	29
Lübeck	bedeckt	18	Stockholm	wolkig	20	Venedig	wolkenl.	23
Greifswald	bedeckt	19	Oslo	wolkig	19	Rom	heiter	28
Hannover	Regensch.	17	Dublin	wolkig	15	Neapel	wolkenl.	31
Berlin	heiter	20	London	Sprührg.	16	Athen	wolkenl.	28
Düsseldorf	bedeckt	17	Kopenhagen	bedeckt	14	Istanbul	wolkenl.	25
Leipzig	heiter	21	Amsterdam	bedeckt	18	Ankara	wolkenl.	28
Köln-Bonn	Regen	15	Ostende	wolkig	17	Larnaca	heiter	31
Koblenz	bedeckt	18	Brüssel	wolkig	17	Leningrad	wolkenl.	20
Bad Hersfeld	bedeckt	17	Zürich	heiter	19	Moskau	bedeckt	15
Trier	Regensch.	14	Locarno	bedeckt	18	Las Palmas	heiter	22
Feldberg/Ts.	in Wolk.	10	Paris	bedeckt	15	Casablanca*	wolkig	18
Frankfurt/M.	bedeckt	18	Bordeaux	bedeckt	18	Algier*	bedeckt	25
Weinbiet	bedeckt	14	Nizza	heiter	23	Tunis*	wolkenl.	26
Saarbrücken	Regensch.	14	Barcelona	bedeckt	23	Tel Aviv*	wolkig	25
Stuttgart	wolkig	18	Madrid	wolkenl.	22	Kairo*	wolkig	24
Nürnberg	wolkig	18	Mallorca	wolkenl.	27	Tokio*	bedeckt	24
Freiburg	Regensch.	15	Malaga	wolkig	26	Peking*	heiter	27
Freudenstadt	bedeckt	12	Lissabon	heiter	20	New York*	wolkig	23
München	wolkig	19	Wien	heiter	19			
Passau	heiter	17	Innsbruck	wolkig	17			
Feldberg/Schw.	Regensch.	6	Prag	heiter	19			

* 8.00 Uhr MEZ

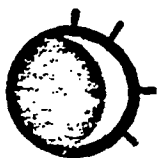
Heute: Sonnenaufgang: 5.29 Uhr Mondaufgang: 1.10 Uhr
Sonnenuntergang: 21.26 Uhr Monduntergang: 18.46 Uhr



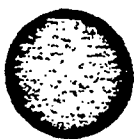
sonnig



heiter nicht zu wolzig



wolzig



bedeckt



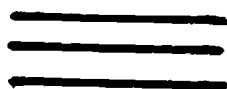
Schnee



Schauer



Gewitter



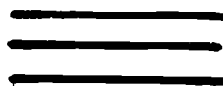
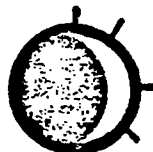
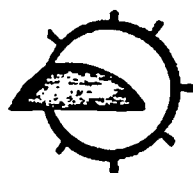
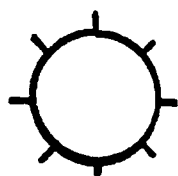
Nebel



Regen



Eis



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